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**The Democratic Pluralism Initiative  
Office of the AID Representative**

**Evaluation of Programs for Afghan Women  
Funded by the O/AID/Rep and the Asia Foundation**

**Prepared by**

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## ACRONYMS

AAUW	American Association of University Women
AIG	The Afghan Interim Government
AWEC	Afghan Women's Education Center
AWRC	Afghan Women's Resource Center
DPI	Democratic Pluralism Initiative
ESSP	Educational Sector Support Project
FEB	Female Education Program
IFUW	International Federation of University Women
IRC	International Rescue Committee
ISRA	Islamic Relief Agency
KEP	Kodakistan Education Program
MJB	Male Journalism Program
MSH	Management Sciences for Health
MSOA	Muslim Sister's Organization of Afghanistan
NGO	Non-governmental Organization
PVO	Private Voluntary Organization
O/AID/Rep.	Office of AID Representative for Afghanistan
RRDA	Rural Reconstruction and Development of Afghanistan
Rs.	Pakistani Rupees
SCF	Save the Children Federation
SCF/UK	Save the Children Federation, United Kingdom
SCF/US	Save the Children Federation, United States
TAF	The Asia Foundation
UNO	University of Nebraska at Omaha
WID	Women in Development
WELP	Women's English Language Program
WHETP	Women's Health Educator Trainer Program
WPA	Women's Public Administration
WJP	Women's Journalism Program

## Executive Summary

In less than two years, the Democratic Pluralism Initiative Program, of the O/AID/Rep., and its contractors, the Asia Foundation and the International Rescue Committee have made remarkable progress in addressing some of the educational and income-generation needs of Afghan women, in the refugee communities in Pakistan, and inside Afghanistan. DPI has become O/AID/Rep.'s principal instigator of female programs, through its Women in Development program. This involvement fulfills the DPI mandate of serving the disenfranchised, especially women.

DPI, through its cooperative agreements with the International Rescue Committee (IRC) and the Asia Foundation (TAF), is currently funding eleven projects, eight of which are dealt with in this evaluation report. Two (The Khorasan literacy Project for women, and the Naheed Shaheed School) are not included. Another one, the study tour of seven Afghan women to Egypt and the United States, is addressed separately in the trip report.

Field research for this evaluation was carried out in late October and early November 1991. Data was collected through site visits, participant observations, interviews with key personnel in the implementing organizations, and some of the female clientele, and an examination of various program proposals, progress reports, and work plans. The draft evaluation report, completed in December 1991, was revised on the basis of feedback received by the evaluator during a visit to Pakistan in January 1992.

The report documents the progress made by the eight delivery organizations (five Afghan and two foreign) in meeting their stated objectives and serving the education and survival needs of Afghan women. All the projects are managed by Afghan women, and held in gender segregated facilities in accordance with the local cultural and religious values. Most of the beneficiaries of these programs are refugee women living in Pakistan, mostly in Peshawar. Only one organization, the AWRC, has a camp female literacy program, in addition to its program in Peshawar. Two organizations provide cross-border literacy education in two Afghan provinces: the RRDA's female literacy in Wardak, and the Shuhada Clinic and School's literacy project in Jaghori.

The DPI/AID WID portfolio is diverse and includes a wide range of programs such as the following:

- o Female literacy in Peshawar, Quetta, Islamabad, the Akora Camps No. 6 and 8; and the Wardak and Jaghori provinces inside Afghanistan.

- o IRC's formal education for females in the Lycee Malalai and the Community Based Girls' Primary Schools in camps near Peshawar.
- o Limited teacher training provided by the IRC's English Language Program.
- o Office skills and managerial training provided by the IRC's Public Administration Program.
- o English language and journalism classes.
- o Health educator training.
- o Formal higher education for women in Ummahat-ul-Momineen Women's University in Hayatabad, Peshawar.
- o Skills training integrated with adult female literacy (sewing, tailoring and knitting) and health education in all funded projects except the women's university.
- o One poultry project, implemented by SCF/US in Nangarhar province.
- o Professional development for Afghan women through participation in international forums, one in Pakistan and one in the U.S. (the latter included a study tour of WID projects in Egypt and the United States, discussed in a separate report).

Some of the programs have been operating for five years (the Lycee Malalai) running for years; others are just beginning. Several hundred girls and women have graduated from the various programs; and over 2,000 are currently enrolled. Many of the graduates are now in leadership positions in expatriate and Afghan NGOs, others are employed in various capacities serving female Afghan refugees and their families. Generally, all projects have made progress toward achieving their stated objectives, and responding to the multiple educational, health and economic needs of women in the refugee communities and inside Afghanistan. Some are running smoothly, such as IRC's comprehensive Female Education Program in Peshawar and vicinity, the AWEC's multi-faceted program for urban refugees in Islamabad, and the AWRC's camp literacy program. Others are facing hardships. The MSOA's women's university is struggling to achieve its ambitious objectives under severe human and physical shortages. Save the Children's women's poultry project, which has a great success potential, was interrupted for several months because of the suspension of cross-border

operations, but resumed when the suspension was lifted. The female professional development program has been successful in many ways, but it has had its difficulties as well. The Wardak literacy project is just beginning with a lot of enthusiasm and energy among the management and staff of the implementing organization. New developments are occurring in all programs as they attempt to respond to local needs and changing socio-economic and political conditions.

All the projects deserve continued financial support, from AID, and other sources. This report includes many suggestions and recommendations to help both the implementing organizations improve their services, and AID and the Asia Foundation to provide them with needed technical and other support. The report stresses the importance of improved and expanded literacy and income-generation projects to maximize their impact on a larger segment of poor Afghan women. These are the ones who will ultimately carry the burden of sustaining their families, improving living conditions in their communities, and rebuilding their war-devastated country.

This report is divided into four main parts. Part I discusses the background of the WID program of DPI, the purpose of the evaluation and evaluation methodology. Part II provides an assessment of each of the seven implementing organizations and their programs, in terms of general program characteristics, institutional capabilities of the implementing organization; relevance, sustainability and impact of the program; and recommendations for improvement. Part III discusses the constraints and risks involved in providing programs for Afghan women, both on the client and provider sides. Part IV, provides a general conclusion regarding the DPI's WID portfolio, and recommendations to enhance the quality of the various projects, expand their services, and increase their effectiveness in serving their target population.



## **I. BACKGROUND**

In 1973, the U.S. Congress, recognizing that "women in developing countries play a significant role in economic production, family support and the overall development process," stipulated that all U.S. bilateral assistance "be administered so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economies of foreign countries, thus improving their status and assisting the total development effort."

It is estimated that there are about three-and-a-half million Afghan refugees in Pakistan, about 75 percent of whom are females. This demographic imbalance among the Afghan refugees and inside Afghanistan is a result of the high male casualties of the eleven-year war that has ravaged Afghanistan and resulted in the death of over a million people. Furthermore, many Afghan males have fled the country and settled in foreign countries: in the U.S., Europe, Canada and Australia, often leaving female relatives behind. Consequently, thousands of Afghan women are left without any source of support including thousands of widows, and other women with disabled husbands, fathers, or other male relatives incapable of supporting them.

The U.S.A.I.D. Afghanistan Policy Strategy document, developed by the O/AID/Rep, stresses the need to increase emphasis on programs which benefit women and girls in refugee camps in Pakistan and inside Afghanistan. Although this emphasis is embodied in various O/AID/Rep.'s sectoral programs, the Democratic Pluralism Initiative (DPI) has become the main funding source for programs specifically targeting females.

Thus, a major thrust of the democratic Pluralism portfolio has been to increase the participation of women in Afghan society by expanding their opportunities for education, training, and income generation; supporting their involvement in relevant international fora; and strengthening Afghan NGOs whose programs primarily benefit women, especially those NGOs managed by women. The Asia Foundation (TAF), which acts as the O/AID/Rep's primary intermediary for managing the democratic pluralism portfolio, has made sub-grants in support of the above objectives to NGOs managed by Afghan women and to other Afghan and international PVOs with women's programs. Furthermore, the International Rescue Committee runs a large, multi-faceted female education program under a cooperative agreement with the O/AID/Rep.

Support for women's programs, under the cooperative agreements between the Asia Foundation, the International Rescue Committee and the O/AID/Rep, started in mid 1990, and most are now under consideration for renewed funding. The O/AID/Rep.

has deemed it appropriate, at this stage in funding under the DPI, to evaluate its activities and programs for women to determine their success in achieving their stated objectives, and to assess their efficacy and impact.

**Objectives of the Evaluation:**

The objective of the evaluation are as follows:

- o To review the work and activities of the various funded programs to assess the progress made toward achieving stated objectives;
- o To identify the areas of strengths and weaknesses in the programs and make recommendations to improve their quality and quantity.
- o To identify the constraints that prevent or obstruct the achievement of these programs' stated objectives, and make recommendations for dealing with them.

**Methodology**

The evaluator collected data through participant observations of the Peshawar and Islamabad programs in late October and early November 1991, and on subsequent visits in January 1992. Each organization was visited at least twice. The evaluator interviewed key members of each implementing organization, visited classes in progress, observed teaching methods, examined teaching materials (textbooks or written notes), questioned the students about their reasons for attending classes, and their assessment of the impact of their education or training on their lives. She also examined pertinent documents, including program proposals and quarterly reports submitted by the various organizations to the Asia Foundation and O/AID/Rep. Additional quantitative and qualitative data were obtained through a five-page questionnaire, completed by program directors. Information provided included numbers of students in various classes, student admission criteria, number and qualification of instructors and hiring methods, types of evaluation used to assess students' progress, and evaluation of students, faculty and staff. The evaluator had visited these, and other expatriate and Afghan donor organizations, during a Human Resources Needs Assessment in July/August 1991, and a subsequent project design in August/September 1991.

In January 1992, the evaluator met with representatives of the various organizations and discussed with them her assessment and recommendations, contained in a draft of

which they received a copy. The evaluation was then revised on the basis of feedback received.

This evaluation focuses on the DPI-funded programs of the following seven organizations:

- A. Save the Children Federation (U.S.)
- B. The Afghan Women's Education Center in Islamabad
- C. The Afghan Women's Resource Center in Peshawar
- D. The Muslim Sisters Organization of Afghanistan in Peshawar
- E. International Rescue Committee (Peshawar)
- F. Shuhada Clinic and School (Quetta)
- G. Reconstruction and Rural Development of Afghanistan.

They include five Afghan and two expatriate NGOs. The Afghan ones are the Muslim Sister's Organization of Afghanistan (MSOA), the Afghan Women's Education Center (AWEC), the Afghan Women's Resource Center (AWEC), the Shuhada Clinic and School, and the Rural Reconstruction and Development of Afghanistan (RRDA). The two expatriate NGOs are The International Rescue Committee (IRC), and Save the Children Federation, U.S. (SCF/US). All the women's programs are managed by Afghan women in accordance with the Afghan's traditional culture and Islamic religion. Five of these organizations are in Peshawar, one in Islamabad (AWEC), and one in Quetta (Shuhada Clinic and School). Three have cross-border female programs in three Afghan provinces: SCF's poultry project in Nangarhar; the RRDA's adult literacy Project in Wardak (planning was underway at the time of the evaluation since cross-border work could not be started due to weather conditions); and the Shuhada Clinic and School's female literacy program in Jaghori.

## II- PROGRAM EVALUATION

- A. International Rescue Committee (IRC): Female Education Program (FEP) and Women's Journalism Program (WJP)

### Background and Program Description

IRC provides the largest and most comprehensive educational program for female Afghan refugees in Peshawar. Its core Female Education Program (FEP) is funded through a \$ 315,000 grant under a cooperative agreement between IRC and O/AID/Rep.'s DPI Project (and about \$ 300,000 from other donors). The Female

Journalism Program is funded separately by a \$ 37,039 grant from the Asia Foundation's Cooperative Agreement with AID Rep. At the time of this evaluation, IRC's Female Education Program had six components serving Afghan female refugees ranging from pre-schoolers to women with university degrees. Average total enrollment in all programs during 1990 and 1991 was about 1,500. Some of the programs are purely academic such as the Lycee Malalai secondary school for girls in the North-West Frontier Province NWFP. Three others -- the Women's Public Administration Program (WPA), the Women's English Language Program (WELP), and the Women's Health Educator Trainers Program (WHETP) -- help women develop professional marketable skills. The fifth, the Kodakistan Education Program provides pre-school education to children in the Kodakistans (pr-schools) and training pre-school teachers and administrators. Since this last program is not funded by AID, it is not discussed in this evaluation. Teacher training is provided as part of the English Language Program. The Community Based Primary Education for Girls (CBGE) supports nine girls schools and one boy's school in camps outside Peshawar. The Women's Journalism Program (WJP), the newest addition to IRC's female programs, started in September 1991.

IRC's female education programs, like all others, maintain a low profile, and are held completely separate from the male programs. The female programs work closely together and maintain separate facilities and staff. Three of the programs (WELP, WHETP, and WPA) share a building away from the male programs, and all programs provide transportation for their students and staff. This is because of the sensitivity of the issue of female education in Peshawar.

The evaluator visited classes in all IRC's female education programs, interviewed all program directors (all Afghan women), and reviewed several written IRC documents and work plans. In general, the program is impressive and highly effective in achieving its stated goal of serving the educational and occupational needs of Afghan women. A comprehensive evaluation is beyond the scope of this report which has, necessarily, to be brief.

1. The Women's English Language Program (WELP). The stated purpose of the program is "to educate female Afghan refugees so that they can contribute actively to the process of rebuilding their nation, and to represent their country effectively in the international community. The immediate objective is to provide women with English language proficiency which is required for employment in expatriate NGOs, the main employer of Afghan women in the NWFP. Another objective of the program is to meet the need for post-secondary education in the absence of other viable options. Classes are based on a comprehensive approach to language learning.

The WELP accepts high school and college graduates who are assigned to classes according to their performance on an admission test and an interview. The demand for the classes far outstrips the supply. For instance, of 160 applicants who passed the entrance examination for the fall 1991, only 80 were admitted because of shortage of space and teachers. In the Fall of 1991, the English language classes, levels one through seven, enrolled over 540 Afghan females of whom 35 percent were working women, and 65 percent were students and others. Attrition is relatively low, only 20 students out of the 560 admitted. The top graduating students from the upper-level classes are recruited for teacher training, and are often hired by the program upon completing their teacher training. Seven of the current teachers are graduates of the program.

In 1991, The WELP had 24 teachers, who are hired on a part-time basis. They included 13 Afghans, 10 Pakistanis, and one Australian. The coordinator work full-time.

The WELP, also has a teacher training program designed to provide students with intensive theoretical and practical training as teachers of English. The program prepares teachers for IRC's own classes or for other organizations. Teacher training is provided in a four-month teacher training program, or four-week Potential Teacher Training Workshops. Participants in these programs learn basic teaching principles and methods including determination of learning objectives, preparation of lesson plans, student-centered teaching methods, developing and using instructional aids, evaluating students progress, and classroom management principles. Students also receive practical training through classroom observation and student teaching, during which they are evaluated by the classroom teachers and their own instructors. Furthermore, the WELP staff continually develop supplemental teaching material which is made available to other organizations starting or expanding English language teaching programs.

Students enrolled in the English classes pay a fee of Rs. 300 per term (4 months) which is waived for one person in each class who achieves a score of 80% in class examinations. There are no scholarships or fee waiver for new students.

2. The Women's Health Educator Trainers Program (WHETP) aims at improving the health situation of female Afghan refugees and their families by training health educators to transmit primary health care messages to illiterate and literate women. The program's immediate objective is improving personal hygiene, nutritional awareness, and general health conditions among the refugees, and ultimately inside Afghanistan.

The WHETP provides a six-month course that include theoretical classes and practical training. The course teaches primary community health education, basic anatomy, epidemiology, physiology, pathology, and pedagogical teacher training. Field trips, panel discussion, and practical training sessions are dispersed throughout the course to reinforce and demonstrate theoretical instruction. Students visit local female hospitals to observe regular hospital work including deliveries, and to teach public health to Afghan patients.

Since the program started in January 1990, the number of students per session has ranged between 14 and 20. Ten women graduated from the first class (January to June 1990) and 12 graduated from the second class. As with other female programs, the number of applicants far exceeds those admitted. For instance in the Fall of 1991, of 130 women who applied, 70 passed the exam, 40 were interviewed, and 19 were admitted.

Only about 50 percent of the graduates (34 out of 64 who graduated since the program started in January 1990) have been able to find jobs in hospitals and clinics. This is because the profession of health educator trainer is a new one. To solve this problem, the program manager contacts local hospitals, clinics and schools to encourage them to establish their own health education departments to serve their clientele and help create jobs for the graduates.

3. The Women's Public Administration Program (WPAP) equips Afghan women with practical and marketable administrative skills to enable them to work in organizations serving Afghans in the refugee communities or inside Afghanistan, and to prepare them ultimately to contribute to the rehabilitation and reconstruction of Afghanistan. When it started in 1989, the WPAP first catered to the needs of working women, but in 1990 it started admitting unemployed high school and university graduates also.

The WPAP's multi-faceted activities include: 1) formal education courses in administration, management, computers (word processing, database management, spread sheet etc) and typing (in English and Dari); 2) intensive computer workshops for individuals with administrative and management experience who need to upgrade their skills; and 3) designing, upgrading and translating curriculum materials for students and staff.

As with other IRC programs, the WPAP is very popular and the demand for it far exceeds available space. In the Fall of 1990, 117 candidates applied for the 40 slots in the program. Enrollment has quadrupled since the program started in the Fall of 1989 - increasing from 22 to 82 students: 20 in the advanced computer class, 36 in the typing/computer class, and 26 in the six-month public administration course.

4. The Lycee Malalai Secondary School for girls, grades 7 through 12, was founded in 1986 to satisfy the need for female secondary education among girls and women whose education was interrupted by the war in Afghanistan, and female graduates of primary schools in the NWFP. When founded, it was the only secondary school for refugee women in the NWFP, there are now four others Peshawar, under the auspices of the Afghan Interim Government (AIG). But discussion with the director of the school and those involved AIG schools suggest that Lycee Malalai is superior financially and academically. Since its establishment, attendance at the school has burgeoned from 30 to over 200 students. The number of graduates has increased from two students in 1988 to 22 in February 1992. The school director is an Afghan woman with 25 years of experience as a high school physics teacher in Afghanistan. The school has 20 teachers: 16 for grades 7 through 12; 2 for the Kodakistan; and 2 for the afternoon first-grade class lately introduced in the school.

As a precaution against opposition to female education, and in preparation for the transition from donor-managed to self-sustained programs, in February 1991, IRC turned over the administration of the Lycee Malalai to Jamiat-i-Islami, a political party supportive of female education. IRC continues to provide financial support and technical assistance in the areas of teacher training and financial management.

#### 5. Community-Based Primary Education for Girls (CPEG)

The Community-Based Primary Education for Girls (CPGE) supports nine girls schools and one school for boys in camps outside Peshawar. These schools were previously part of the Hangu Community Education Program, but since it is inappropriate for men to supervise female teachers, the Female Education Program assumed responsibility of the program in 1991. This has made it possible for female teachers to participate in training seminars and have direct contact with female trainers and supervisors.

The ten schools supported by IRC are located in six refugee camps outside Peshawar. One school has grades 1-3, five have grades 1-4, one has grades 1-5, and two have grades 1-7. Total female enrollment is 918. IRC's support is in the form of teacher training and monitoring, provision of school supplies, and stipends for teachers. Teacher training seminars are provided to the teachers in the camps. Female supervisors of the schools also participate in workshops offered by IRC in Peshawar.

### Institutional Capabilities and Accomplishments

The International Rescue Committee (IRC), a well-established international organization founded in the 1930s, is a large, old, and well established expatriate NGO with extensive experiences in refugee work. IRC is able to draw upon its longer and more extensive experiences with the Afghan male education program to advance the educational and occupational opportunities for Afghan girls and women. The organization has some of the best facilities, staff, and educational materials in the NWFP. It is a major resource for other expatriate and Afghan NGOs in Peshawar. The following remarks are based on the evaluator's classroom visits; cursory examination of textbooks and supplementary teaching materials and work plans; discussion with IRC managers, teachers, and students; review of staff job descriptions and qualifications, and general feedback from the community. IRC is making remarkable progress toward meeting the educational and occupational needs of female Afghan refugees in Peshawar and its vicinity. Following are some of the strong features and accomplishments of the organization.

- o Teachers and Staff. Most of the women teachers and managers are college graduates and some have master's degrees. All have pedagogical training, from previous education or provided by IRC. Staff members are selected according to rigorous criteria, job specifications are clearly detailed and performance is carefully monitored.
- o IRC also has several secretarial and office support staff, to relieve the teachers and managers from routine office work.
- o Staff Development. IRC provides its female staff with numerous opportunities for staff development -- either through formal training in workshops or through interpersonal contact on the job. Staff morale is high, and all those interviewed expressed a strong commitment to IRC and to their own work. One program manager stated to the interviewer that she is learning so much in her job that she refused a job offer from another organization at a much higher salary.

The Female Program Administration (FPA) provides on-going administrative and programmatic support to the Afghan women managers. It arranges workshops to upgrade the skills of the FEP program managers, and to develop program goals and implementation strategies.



The following workshops and courses were offered either by IRC or in collaboration with other NGOs:

- Save the Children-U.K.'s 'Survey and Sampling' course;
  - IRC's 'Report Writing' Workshop;
  - IRC's 'Financial Reporting System' workshop;
  - Save the Children-U.K.'s 'Trainers Foundation' course;
  - IRC's 1992 Program Planning Seminar; and
  - IRC's 'Micro-Enterprise and Entrepreneurship' workshop (held in January 1992)
- 
- o Instructional material. IRC's instructional material -- books, charts, audio and video-tapes, and films -- are among the best available, as indicated by their wide use by other organizations.
  - o Teaching Methods. Teaching methods are pedagogically up-to-date and effective. Teachers make use of various teaching methods: lectures, conversation, question-and-answer, role playing, drills and discussion. Teaching methods vary according to the subject matter taught, student levels, and class size. Audio-visual aids are used to enhance teaching and learning. The English language classes make extensive use of audio-tapes in the classrooms and the language laboratories; the Health Educator Trainers Program uses charts and videotapes; and the Public Administration students make extensive use of computers and typewriters. Guest lecturers are invited to speak to the students about their work. And students receive appropriate practical training in their areas of specialization.
  - o Student Evaluation. Students are evaluated regularly through tests developed by the teachers as well as standardized ones. Students are given pre- and post-tests, as well as regular weekly examinations.
  - o Staff Evaluation. Teaching and administrative staff are evaluated regularly by the academic manager, and teachers are also evaluated by their students through a standardized evaluation form, a very good practice.

#### Viability, Relevance and Impact of the Female Education Program

IRC's Female Education Program is admittedly the best education program for females in Peshawar. It is relevant, sustainable, and transferable inside Afghanistan. It has been

effective in preparing Afghan women to play an active role in the refugee community, and ultimately in post-war Afghanistan. The FEP provides unique opportunities for Afghan girls and women to pursue their education. It offers women an option to resume their interrupted education and to acquire marketable skills to enable them to find employment to support themselves and their families.

Generally, all IRC's Female Education Programs help achieve the stated goals of the Afghanistan policy strategy in its three phases of survival, renewal, and reconstruction. By providing Afghan women with marketable skills, the program helps the survival needs of Afghan women who are increasingly assuming responsibility for the support of their families. It also helps contribute to the renewal and reconstruction phases which emphasize human capital development to lay the ground work for broad-based economic participation in postwar Afghanistan. The FEP has produced a cadre of Afghan females able to work in government or non-governmental bureaucracy in a rapidly changing technological and interdependent world.

The very popular Women's English Language Program (WELP) is admittedly the best such program for female Afghan refugees, employed and unemployed. It has enabled many Afghan women to obtain employment in expatriate relief organizations in the NWFP. The english teacher training program is currently the only such program for Afghan females in Peshawar, and possibly in all of Pakistan. It helps satisfy the need for English language teachers for educational institutions serving female Afghan refugees in Pakistan, and for future schools inside Afghanistan. It also helps satisfy the need for Afghan females able to communicate with or work in multinational organizations that are likely to play a major role in the rehabilitation and reconstruction of Afghanistan.

The Women's Health Education Trainer Program (WHETP) is very relevant to the health needs of a population that has one of the highest infant and maternal mortality rates in the world. The most salient feature of the WHETP program is its emphasis on community preventative health. By educating women, the primary health care providers in their families and communities, the WHETP helps achieve the Afghan Policy strategy's health objectives which emphasizes preventative community-based health care targeting women and children. It also contributes to achieving the WHO's objective of "health for all by the year 2000."

The Women Public Administration Program has been effective in meeting the needs of Afghan women for skills for remunerative employment. During my visits to various organization, I met several Afghan women graduates of the WPAP who impressed me by their ease in using the computer and the pride they felt in their skills and accomplishments. From June 1989 - October 1991, the WPAP had graduated a total

of 344 women, 76 from four sessions of the five-week course, 70 from three sessions of the four-months course, 159 from six sessions of afternoon typing/computer course, and four from one intensive office management course. When asked about the employability of the graduates, the program's co-directors mentioned that 65 percent of the graduates found jobs in various organizations: as managers, teachers, accountants, and secretaries in expatriate or Afghan organizations.

In order to promote self-employment among the graduates, IRC is planning to offer a micro-enterprise and income generation. In preparation for the course, the WPAP offered a one-week workshop (January 18-22, 1992) for all female education program managers and the WPAP teachers, on micro-enterprise and income-generation. The workshop was offered by an experienced Pakistani consultant and trainer, Shahnaz K. Rahat who was identified through earlier contacts by this evaluator. The purpose of the workshop was to introduce the participants to concepts and methods of entrepreneurship training and income-generation, and to help them prepare curriculum materials for the new entrepreneurship course.

The Lycee Malalai and the Community Based Girls' Primary Education, with a combined enrollment of about 1,200 females, meet the formal schooling needs of Afghan females.

#### Constraints

- o Opposition to female education among certain community groups is a problem facing all educational programs for Afghan females provided by both expatriate and Afghan NGOs. For instance, the destruction of one of the organization's compounds in Naser Bagh camp (in 1990), accompanied by posters and graffiti renouncing female education, led to the closure of the three programs that shared the same building for a two-week summer break in June 1990. Renewed threats keep occurring from one time to another, but these have not disrupted program operations. Students are sometimes harassed while traveling on school-provided buses. These actions cause apprehension and worry among the students and staff, but these women state that they have no choice but to continue their education and work. Some are the sole providers for their families, others feel their work is part of the national struggle on behalf of Afghan women, their families and society.
- o Budgetary Constraints. Inadequate financial resources, to meet the growing demand for female education, is another constraint that affects both staff and students. For instance, The Lycee Malalai, which used to

provide uniforms, books, and transportation to students, now provides transportation only and plans to charge students Rs. 20 per month to defray some of the transportation expenses. The director is not comfortable with the idea of charging students, and feels that parents, especially those who have two or more children in the school, will not be able to afford the added expense. Financial constraints have also made it difficult for IRC make its salaries competitive with other expatriate employers, who occasionally are able to attract IRC staff with better salary offers. Budgetary limitations are creating transportation problems because of shortage of buses.

- o Space Limitations IRC's educational facilities have not kept pace with the growing demand for female education and the growing number of students.
- o Shortage of Qualified Afghan Females. Because many of the most qualified female Afghans have immigrated to Western countries, the pool of qualified women available for employment in Pakistan is small, and the competition for them is stiff. It is particularly difficult to find competent teachers for the advanced English classes.
- o Declining Employment Opportunities for the Graduates. Despite the relatively high employment level among IRC's Female Education Program, job opportunities in the refugee community have been declining.

#### General Remarks and Recommendations

As indicated above, the evaluator recognizes the strength of IRC's Female Education Program and its impact on Afghan refugee women and their communities. However, she suspects that the program attracts the privileged: the already educated females whose families can afford the tuition and other related expenses. Many of these participate in more than one program, concurrently or sequentially. There is no doubt of the need of these women for education that meets their intellectual and professional needs and aspirations. But the less fortunate ones from families in difficult circumstances have similar needs and aspirations. Another concern, shared by the evaluator and some of AID staff, is that many of the females enrolled in the English language classes (at IRC and elsewhere) expect to migrate to Western countries and need the language skills. This may be a legitimate need, but it does not help the survival, renewal and reconstruction of Afghanistan. This is a dilemma that the

program must face in its attempt to balance sustainability and community support with equity considerations. The following recommendations are made to help solve this problem and help spread the impact of IRC's programs on much larger and more diversified student population.

- o Scholarships should be made available to students with real need of financial support, particularly those who are likely to use their education in serving other women in the refugee communities and ultimately inside Afghanistan.
- o The purely Western English texts, films, and videotapes used in the English language classes should be supplemented by written and visual materials about Afghanistan's history and culture. This should strengthen the students's cultural and national identity, and their desire to return to Afghanistan and contribute to its development.
- o IRC's extensive experience with male literacy education should be utilized in providing adult literacy classes to females also. Classes may be held in conjunction with the Lycee Malalai and/or the Community Based Primary Education for Girls.
- o The evaluator recommends that IRC make all its staff- development workshops and classes accessible to non-IRC AID-funded women managers. This will spread their impact to women who need that type of training and may not be able to get it elsewhere. It will also reduce the per-unit cost of these programs.
- o Entrepreneurship training, which IRC is planning to introduce, must be supported and encouraged to help alleviate job shortages and encourage self-reliance.
- o Lack of coordination and cooperation between IRC and the Educational Sector Support Project's (ESSP) leads to unhealthy competition and duplication of effort. These two organizations, both funded by the O/AID Rep., are urged to develop a better working relationship and coordinate their female education programs for the mutual benefit of both, and especially for the Afghan women. Collaboration is especially advised in three areas: women's public administration; teacher education; and english language instruction.

### The Women's Journalism Program (WJP)

The Women's Journalism Program (WJP) started in September 1990 in segregated facilities in accordance with the prevailing cultural norms. Its goals are the same as those of the Male Journalism Program (MJP) which are stated in the program proposal as follows: "to teach Afghan men and women basic news writing and newspaper production skills, increase Afghan's awareness of the world around them and to foster objective thinking and reporting. The program seeks to prepare a cadre of men and women who can accurately report and analyze events and issues." It is argued that, by so doing, "the journalism program promotes the values inherent in the Asia Democracy Program. Equipping men and women with journalistic skills works towards providing the voice necessary to protect democratic institutions and inhibit the indifference to popular sentiments and oppression often characteristic of non-democratic regimes." Graduates are expected to work as journalists and translators when they return to Afghanistan.

Since the opening of the Men's Journalism Program in 1987, IRC has developed a specialized journalism curriculum divided into four levels. All subjects are taught in English, except once a week when teaching is conducted in Dari and Pashtu, the native languages of Afghanistan. The evaluator visited the Women's Journalism Program (in November 1991) and was impressed by the quality of instruction and the enthusiasm among the students, several of whom also attend the IRC teacher education program.

In 1990, WJP had a small enrollment of 16 students. Four have graduated and received the journalism certificate. Students issue a specialized newspaper, *Flowers in the Ashes*, and graduates contribute to several Afghan and Pakistani newspapers.

### Relevance, Sustainability and Impact

The long-term effects of the WJP could be substantial, once the political situation in Afghanistan is settled, and the rebuilding of the country's social, economic, and political infrastructures begins. Qualified female journalists can play an important role in promoting democratic values, and championing the cause of women. Some graduates are already contributing to newspapers and practicing their journalism skills. But, they may have difficulty finding full-time employment in Pakistan and may have to use their skills in other areas such as English teaching.

The program, however, may arouse, in some Afghans, suspicion and fear of the imposition of Western values, and may result in hostility against the women. But this is a risk involved in all female and all Western-sponsored programs. It calls for

cultural sensitivity and an appreciation of people's fears and concern so that the program can help promote cultural empathy and mutual respect.

B. The Muslim Sister's Organization of Afghanistan (MSOA): Ummahat-ul Momineen Women's University in Hayatabad

Background:

Ummahat-ul Momineen Women's University was opened in February 1990 by the Muslim Sisters Organization of Afghanistan (MSOA). It started with 15 staff members including 9 teachers. Initial enrollment was 240 students in five colleges: medicine, science, literature, education, and Islamic Studies. During the first two years of operation, enrollment increased to 340 taught by 26 faculty members. The university provide transportation to students and faculty, but gives no student stipends. Duration of studies is 3.5 years, except in the medical college where it is seven years.

The university occupies two new and modestly furnished adjacent buildings in Hayatabad, Peshawar. Classes have white boards, and the one-room library has a small collection of books, mostly religious. During the evaluator's visit to the university in November, a few laboratory equipments were kept in boxes while the garage was being converted into a laboratory. By January, two laboratories were partially furnished and had the equipments in place, but they lacked laboratory supplies. Furnishings and equipments were provided by the Norwegian Committee for Afghanistan. The university also has a copier, a VCR, and telephone acquired in January 1992, but was not yet operational.

The Organization of Muslim Sisters of Afghanistan, began as a resistance organization against the communists inside Afghanistan in 1978. It has been providing formal education for female Afghan refugees and some inside Afghanistan for over a decade. It started with primary schools, then in 1983, it opened ummahat-ul-Momineen secondary school for girls in Peshawar. Subsequently, it added two other female secondary schools in Pakistan, and over 61 primary schools for girls in the refugee camps in Pakistan, inside Afghanistan and Iran. It also has weekend schools for Afghan children in New York city and Perth, Australia. MSOA entered the field of female higher education by opening the women's university in Hayatabad in February 1990. This is the only female higher education institution for Afghan refugees.

The university received two AID grants: \$ 38,000 in 1990 and \$ 48,692 in 1991. These grants pay the salaries of most teachers and support staff, building rental and

transportation. Other financial support and in-kind contributions have been obtained from various individuals and groups including: the Swedish Committee for Afghanistan, the Norwegian Committee, from Professor Rabbani, and some Arab Gulf states.

#### Objectives of Ummahat ul-Momineen Women's University

- o To satisfy the demand for higher education for Afghan female refugees.
- o To provide employment opportunities for professional Afghan women whose careers were interrupted by the war.
- o To provide a model for female higher education that can be emulated inside Afghanistan upon resettlement.

#### Institutional Capabilities

The Muslim Sisters Organization of Afghanistan has an extensive experience in educating Afghan females in primary and secondary schools in the refugee communities and inside Afghanistan. Its records indicate that in 1991, it had 15,500 female students in Pakistan, Iran and Afghanistan.

The MSOA, which maintains independent status as a female Afghan NGO, is affiliated with Jamiat-i-Islami, one of the seven Afghan political mujahideen parties. A General Supervision Office, staffed by males, acts as an intermediary between the MSOA and the party. The role of the office is to report to the party and to oversee the activities of the organization. The chief of that office, who is the contact person and representative of the university, asserts that the supervision office does not control the activities of the organization, nor does the party provide any financial assistance. Beneficiaries of the MSOA do not have to be party members. He argues that the association between the MSOA and the Jamiat-I-Islami is essential for security reasons. Oftentimes, the party acts as a buffer against criticism of the university. This enables it to operate despite threats and admonishment from some community groups.

Ummahat-ul-Momineen Women's University has committed teachers and determined students. It suffers, however, from serious shortages of human and physical resources. Its faculty qualifications are below those normally required of college and university faculty. Only one of its 26 faculty members (in the fall 1991) had a Ph.D. degree, four are medical doctors with M.D. degrees from Kabul university, 18 have bachelor degrees (BA or BS), and 2 have diplomas, none has a Master's degree. In January 1992, there were two new faculty members in the medical college: an American



woman physician, and an Afghan pharmacist in charge of the two laboratories. Some teachers had previous college teaching experience in Kabul university, but most have no teaching experience at all, including some very recent graduates. Hence, it is difficult to think of this as a full-fledged higher education institution. It is rather a nucleus of an institution that may, one day, be able to achieve real college and university status.

The university's administrative structure is still evolving as various faculty members assume responsibilities of vice president, science adviser, education director, chairpersons of various colleges, dean of students, etc. But there are no laboratory technicians, and not even a secretary. A serious shortage of qualified staff is attributed to the low salaries paid by the university, which averages Rs. 3000 per month. Another reason is that the most qualified Afghans, male and female, have immigrated to the West.

Undoubtedly, the university fulfills an existing need. But establishing and running a university is a major undertaking that requires substantial human and financial resources, which are definitely in short supply in the refugee community. The University has several capable female former professors of Kabul university, and has been able to secure funding from various organizations. It remains, however, a struggling institution seriously handicapped by shortage of qualified staff, teaching materials, as well as library and laboratory facilities.

#### Beneficiaries, Sustainability, and Impact

Direct beneficiaries of the university are the women students, teachers, and support staff. It accepts high school graduates and former students of Kabul university whose education was interrupted by the war. All applicants have to take an entrance examination, especially since documents about previous educational status are difficult to obtain. Not all those who apply are admitted.

In November 1991, total enrollment was 340 students: 127 in medicine, 80 in education, 54 in literature, 46 in Islamic Studies, and 33 in science. Sixty-five percent of the students are from the city of Kabul, and 35 percent from other areas of Afghanistan.

It is too early to determine the impact of the university on its students, graduates, and the community. In the short-term, the university offers hope and provides an option to Afghan females to pursue higher education. It also provides employment opportunities for professional Afghan women, many of whom had careers that were interrupted by

the war. In July 1991, 40 students graduated from the six-month teacher training program, 60 % of them are reportedly employed as teachers, mostly in MSOA's schools.

In the long-term, Ummahat-ul-Momineen University could provide a model for an alternative female higher education in post-war Afghanistan, in addition to Kabul university. But it needs substantial improvements of its human and physical resources.

### Viability and Relevance of the University's Educational Program

#### a. Curriculum and Teaching Methods

All five study areas provided at the university are important and necessary for developing female human resources for Afghanistan's reconstruction and human development. Undoubtedly, the country needs doctors, teachers, scientists, and others knowledgeable about religion, literature and other spheres of human knowledge. Yet providing good-quality college education in all these areas, especially the sciences and medicine, is a real challenge. It is inconceivable at this time to predict how the medical college, in particular, can train doctors without opportunities for practical and clinical training. The staff affirms that arrangements have been made with other area colleges and a female hospital to provide the necessary training. But the community remains skeptical. For instance, the director of one female hospital in Peshawar expressed his unwillingness to allow the medical students to receive clinical practice in his hospital, or hire any of the graduates. A former chancellor of Kabul University was equally skeptical about the college and the chances of its graduates. One interviewee argued that the university is creating false hopes and expectations among the students. Nonetheless, this is the only option now available to many bright young Afghan women to continue their education. It is a grassroots effort which is watched carefully by both funding agencies, apprehensive parents and potential employers.

The university suffers from lack of textbooks, library and laboratory facilities. The faculty uses xeroxed curriculum material from Kabul university in Afghanistan, and from Jihad and Peshawar universities in Pakistan. Teachers use also thin paperback textbooks and their own hand-written lecture notes. Although we cannot realistically assess the quality of these curriculum materials on the bases of four visits to the university, cursory observations suggest the need for major improvements.

The teaching methods are rudimentary. Lecturing and dictation are used exclusively even for practical science subjects. This is not surprising given the lack of

supplementary teaching materials, library, and laboratories, and lack of pedagogical training of some teachers.

Those in charge of the university are aware of the problems and constraints affecting university operations. They emphasize the need for qualified faculty and quality teaching material in Persian and Pashtu. These are discussed with visitors and elaborated in all proposals submitted for funding. The administration also acknowledges its need for technical assistance and administrative support.

### Recommendations:

The university has been making slow but steady progress toward improving its facilities and services, with the assistance of AID and other donors. It still has a long way to go toward improving the quality of teaching to achieve its objective of providing acceptable higher education to Afghan female refugees. It is in urgent need of qualified faculty, textbooks, references, supplementary teaching materials, laboratories, and technical staff. The following recommendations are offered to guide the university's ongoing reform efforts.

#### 1. Provision of Teaching Materials

I urge the faculty to acquire and use instructional audio-visual materials to diversify teaching methods and enhance student learning.

- a. Laboratories. Faculty and staff are urged to devise a long-term plan to establish and equip the required science laboratories (chemistry, biology, physics etc.) The two modest laboratories, supplied recently by the Norwegian committee are an excellent beginning. But they are far from being operational. The pharmacist in charge of the two laboratories expressed an urgent need for slides, samples and other laboratory materials for use by the students and faculty. I discussed this need with staff at four organizations: MS'H (Management Sciences for Health), IRC's Women's Health Educator Trainers Program; ISRA's (Islamic Relief Agency), and AIG's Institute of Public Health. These have considerable laboratory supplies that they use in their own programs. I found them willing to cooperate with the university and supply it with some laboratory materials.

Technical assistance should be provided to help the laboratory staff determine the required supplies. This assistance may be provided by an

in-country (Afghan or Pakistani) female or male professional, or by an expatriate woman, knowledge of the indigenous languages is not essential for such work.

- b. Textbooks and References. Pursue an aggressive and imaginative strategy to acquire textbooks, references, and professional journals in English and Farsi. The MSOA is exploring ways of obtaining such material from Iran.
- c. Teaching Aids. Provide funding for two or more overhead projectors and train the faculty in their use for instructional purposes. These projectors are relatively inexpensive, and transparencies can be made easily by the teachers, or xeroxed from books, and used in various subjects to compensate for lack of laboratory and other materials.

Coordinate with the UNO's and IRC's materials development centers to provide the university with charts and other supplementary teaching material. The evaluator was able to obtain from UNO ten sets of silk screen charts to be used by the teachers in the classrooms and by students in the library.

Obtain, through purchase or solicited donations, instructional video-tapes in the sciences and medicine. The Asia Foundation, or the U.S. contractor for the ESSP, can provide for previewing and selecting appropriate instructional video-tapes, with the assistance of a consultant when needed. The university has a VCR that can be put to use to enhance teaching and learning. The administration and staff are eager to implement this recommendation. To get them started, the evaluator obtained from the MSH six health videotapes which were gratefully accepted by the staff.

## 2. Faculty and Staff

The following recommendations combine faculty development for existing teachers, and short-term teaching/consulting by expatriate faculty, including Afghans living in the West.

- a. Explore ways of attracting qualified Afghan females living and working in the West, who are able to travel to Pakistan for a short period to teach at the university. These should receive proper compensation and not be expected to volunteer their services.

- b. Explore the possibility of getting a Fulbright scholar to teach at the university, preferably in the sciences, or medical/science English.
- c. Recruit female faculty members from the U.S. to spend their sabbatical teaching at the university. This requires a careful search to inform potential teachers of this possibility, and to help find women who are culturally sensitive. A good place to start is U.S. women's colleges. Since it is most likely that these women will not know Persian, they may team teach with an Afghan faculty member, who will gain much from an experience parallel to in-house in-service training.
- d. Another possibility is to recruit some women faculty, from Islamic countries such as Egypt, Morocco, Turkey, Bangladesh, and especially Pakistan, to spend a year or more teaching at the university with adequate financial support.
- d. Assist qualified and promising women faculty from the university to obtain short term scholarships for graduate study in the U.S. or Islamic countries such as Egypt, Turkey, or Jordan. This should be coordinated with the ESSP's Participant Training Program, with careful consideration of all the culturally relevant concerns. Additionally, two types of scholarships are available for graduate study in the U.S. by foreign women: The Fulbright awards, and the American Association of University Women's (AAUW's) international fellowships. Through membership in organizations affiliated with the International Federation of University Women (IFUW), recipients of the AAUW-IFUW Fellowships may study in any country other than their own. This is an excellent feature of the program which can be explored to help Afghan women pursue graduate studies in an Islamic country.
- e. Support a small number of qualified teachers from the university to pursue part-time graduate studies at Pakistani universities in Peshawar. This should be done through the ESSP's Participant In-Country Training Program.
- f. Provide ongoing opportunities for faculty development and in-service training, by short-term consultants, in curriculum development, teaching methods, and student evaluation.
- g. Pursue the suggestion, of Dr. Elizabeth White of the Asia Foundation, to seek a "sister university" in the U.S. which can provide various kinds

of technical support. I also suggest a "sister university" in Pakistan, or other neighboring countries; to allow for regular visits and other kinds of support. I recommend that initial contacts, in this regard, be made with Peshawar University, and Fatima Jennah Women's Medical College in Lahore.

- h. The university is urged to seek funding for hiring support staff such as a secretary, laboratory technicians, audio-visual media specialists, and a computer operators to relieve the faculty of many administrative responsibilities and allow them to devote more time to improving their teaching.

#### c. Funding Sources

The evaluator urges the MSOA and TAF to continue exploring additional sources of support for the women's university. Contacts are underway with some Afghan organizations in the U.S. to provide financial or in-kind support. Islamic and other donor organizations are also providing needed support. Mention was made of the Norwegian Committee's provision of equipment and supplies of two laboratories and scientific atlases. Finally, I agree with the AID/Rep in Islamabad, Mr. Bob Bakley, that "the Women's University can be sustained in the long term only when supported by Afghans themselves." It also needs the support of other donors.

#### C. Afghan Women's Education Center (AWEC) in Islamabad

The Afghan Women's Education Center (AWEC) formerly the Afghan Women's Teaching and Training Education Center (AWTTEC), is a non-profit, non-partisan female Afghan NGO that provides education and skills training to Afghan women. The Center began in 1985 with support from Jammiat-i-Islami, one of the resistance political parties. In 1989, it was taken over by AIG's Ministry of Education which provided space rental, transportation and teachers' salaries. In December 1990 the Center was deemed unnecessary and support was cut off. The director sought support from the Asia Foundation /AID and was awarded, in January 1991, a grant of \$ 25,374 which covers rentals, transportation, and teachers salaries.

The AWEC offers female literacy, english language classes, preventive health education, sewing and tailoring, and religious studies. The latter is not funded by AID. When first established, the Center provided classes in English and Islamic studies (Islamiat); sewing classes were added in 1988 and literacy in 1989.

Three levels of English have been taught and a fourth is being offered for the first time. The textbooks used are those of the International Rescue Committee. Teaching methods are interactive, and utilize drill, conversational english, and audio-tapes.

The literacy classes in Dari use the first grade textbook, developed by UNO, which is simple, easy to teach and learn, and utilizes culturally appropriate and frequently used vocabulary. The male literacy text, developed also by UNO, is used as a higher level text.

The Center serves 230 students ranging in age from 15 to 50 years. Students attend classes, in two shifts, five days a week. Each class period is 1 1/2 hrs. Class size ranges from 8-12 students in the sewing classes, 15 in upper-level English, and 25-30 in the lower level english, health, and religious classes.

#### Institutional Capabilities of AWEC

The strength of the Afghan Women's Education Center derives from the energy and commitment of its director and teaching staff, who are the Center's greatest asset. The director, Mahbooba Jan Karokhail, is a graduate of Law from Kabul university, and a former judge in Afghanistan. All ten instructors are university graduates. Most of them hold B.A. degrees in literature, the two sewing teachers have science degrees, a B.S. and an M.S. The managerial skills of the director and her deputy contribute to the smooth and efficient center operations and high staff morale. The administrators and teachers share their knowledge and skills with their students, at the same time they gain valuable experience in running an all-female organization, and mobilizing community support and women's self-help.

#### Relevance, Sustainability and Impact of the Program

The center's multi-faceted program meets a real need among the urban refugees in Islamabad and its vicinity, but is somewhat biased toward the well-off. For instance, the highly-popular english classes enroll 150 out of 230 students. The majority of those studying english come from middle class backgrounds, mostly high school graduates, desiring to acquire marketable skills. But there are many who study the language to correspond with relatives living in the West, or in anticipation of travelling, or even living in Western nations. This is a problem with all English language programs.

While acquiring an international language is an important achievement in and by itself, it should also improve the life chances and employability of the graduates. There is no evidence that this is happening because of the lack of employment opportunities for

refugees especially in Islamabad. No information is available on the employment rate among the graduates, because the program director and staff have not collected such data, as they go about keeping the program going. But this should not detract from the value of the program, since language skills will be an employment asset in post-war Afghanistan.

The sewing classes appeal to young and old women wishing to make clothes for themselves and their families. During my visits I detected a good deal of enthusiasm among the students. They were proud to show off their products, some of which have already been worn (which proves the utility of their newly acquired skills). Yet only those who have sewing machines can maintain their skills. When questioned, by the evaluator, about their plans after graduation, only 4 women out of 15 students in the graduating class (November 1991) stated their intention to continue sewing for themselves and their families, because they have sewing machines. The remaining 8 students wished they had more time in class, to learn more and to compensate for not having their own sewing machines, which they could not afford to buy. Furthermore, there was no evidence that AWEC provided the graduates with entrepreneurship training for utilizing their skills for income-generation, although they are increasingly becoming aware of the need for such training.

The short- and long-term impact of the Center's program cannot be systematically assessed for lack of follow-up data on the graduates. Nonetheless, it can safely be stated that AWEC is achieving its goals of providing a diversified educational program for literate and illiterate women.

Although not easily measurable, the education and skills training provided by the AWEC to literate and illiterate women has enabled them to develop their potentialities, made them aware of their talents and civic rights and responsibilities. It should ultimately enable them to improve the quality of their lives, and those of their families and communities.

In the long-term, AWEC's program is transferable inside Afghanistan. The current staff is capable of using the experience gained at the center in setting up similar programs in Afghanistan after resettlement.

Currently, AWEC is completely dependent on funding mainly from AID. But it has many strong elements. For instance, it is one of very few programs for Afghan refugees which does not provide stipends to its students. It has also proven that it is capable of generating support, and is currently trying to diversify its funding sources.



### General Observations and Recommendations

AWEC is making good progress toward achieving its goals. It maintains quality education for about 230 urban females. I am concerned, however, that the program benefits the already advantaged. For instance, there is too much emphasis placed on English language teaching as compared to literacy. In November 1991, 150 students were enrollment in English classes as compared to only 30 in literacy classes. Furthermore, the Center offers four levels of English, duration of six months each, as compared to only one level, eleven-month literacy course. This imbalance is not unique to the AWEC, English classes are demand-driven and are very popular. I recommend the following to help correct the existing imbalance, and increase the effectiveness of the AWEC in serving all its intended beneficiaries.

- o Offer more literacy, sewing and knitting classes to correct the existing enrollment imbalance in favor of english classes.
- o Add one advanced literacy class in order to ensure literacy acquisition, and its maintenance after graduation.
- o Provide sewing machines to the top graduating students of the sewing class, who cannot afford to buy their own. This is a justifiable expense since the students do not receive a stipend, and the machines are relatively inexpensive, about Rs. 1000.
- o To ameliorate the inherent inequities in the program, AWEC should consider charging fees at least for its english language classes, since most of the students can afford to pay.
- o Offer entrepreneurship training to all interested students, literate and illiterate to encourage job creation and self-reliance.
- o The AWEC's director wishes to expand curriculum offering by introducing computer classes. I favor such a proposal, but recommend also introducing typing classes in Farsi and Pashtu. These skills should improve the occupational opportunities of the graduates. I believe they are worth the added expense.

D. Afghan Women's Resource Center (AWRC): Integrated Literacy Education in Akora Camps No. 6 and 8.

Background and Program Description

The Afghan Women's Resource Center (AWRC), a non-profit non-partisan organization, is the only female Afghan NGO in Peshawar. It provides basic literacy, skills training, and health education to Afghan refugees in the camps and in the Center's buildings in Peshawar. Founded in August 1989, with an initial grant of \$ 100,000 from the O/AID/Rep, AWRC started offering classes at the Center on November 15, of the same year. The first phase of the camp program started in January 1991, and the second in September 1991. These are the only AWRC programs currently supported by the O/AID/Rep.'s DPI through its cooperative agreement with the Asia Foundation. Through previous grants, AID supported the purchase of buses that continue to be used to transport students and staff to and from the Center. The following remarks focus on the camp program, after a brief discussion of other AWRC programs.

AWRC offers a multifaceted program designed to serve literate and illiterate women through five components: an integrated literacy/ health education and skills training program; a job placement service; a child care center; and a newsletter (Basheer-ul-Momenat). Except for the camp literacy, all Center's activities are provided at the Center's headquarters, a three story rented building in Peshawar.

After gaining confidence in its female literacy program in Peshawar, the AWRC applied for and received two grants for female literacy in the Akora: \$ 29,000 (12/1990 -02/1992) and 58,000 for (08/1991 - 12/1992). The first grant supported 6 literacy classes in the Akora Camp No. 6. Beneficiaries were 96 girls and women (ages 16 - 48) enrolled in three consecutive sessions of two classes with 24 students each. The second grant, supported two classes, 20 students each, in the Akora Camp No. 8. The camp is about one-and-one-half hour away from Peshawar, has a population of 11,000 people, mostly illiterate females.

Classes are held in tents, provided by the project, each accommodates 20- 24 students sitting on floor mats. Classes are held 8:00 to 11:00 A.M., five days a week. Duration of each class period is one hour devoted to one of the three subject: literacy, sewing and knitting, health education, and religious studies (the latter two subjects are taught alternately on different days). In the literacy and health education classes, and Islamic studies the teacher stands by the chalkboard, lecturing and writing. In the knitting class she sits among the students demonstrating the work and checking students progress. Each student receives Rs. 250 per month (as compared to Rs. 300 in the AWRC

Center in Peshawar). Most students have requested sewing machines instead of their student stipends. Students range in age from 14 to 68 years. The second phase students are younger than the previous ones, mostly 18-19 years old, most are married with young children.

At the time of this evaluation, two groups of students, totaling 96, had graduated from the camp program: 48 from the January-April 1991 session, and 48 from the June-September 1991 session. In November 1991, 120 females were enrolled in all literacy classes in the camp.

### Institutional Capabilities of AWRC

Although AWRC is only two years old, it is a well staffed organization with well articulated by-laws and clear goals. The initial grant of \$ 100,000, from the O/AID/Rep has enabled AWRC to acquire good facilities, educational materials, and capable staff, including an expatriate resident consultant. The organization has been able to establish a good track record over a relatively short time through its multi-faceted program for educated and illiterate women, in the main AWRC building in Peshawar, and in the Akora camp. AWRC has about 40 teachers, administrators and support staff. The camp program, which started in January 1991, has 12 teachers, one camp administrator, 3 cleaners, and 3 chowkidars. The teachers and camp administrators commute about 3 hours daily from Peshawar. Some of the teachers are college educated, others are high school graduates, six are former high school teachers, seven are former primary teachers, one is a nurse, and five have no previous work experience. They are all committed to improving the situation of Afghan women within traditional religious and cultural values.

Although lecturing is the dominant method of instruction, the teachers experiment with discussion, story telling, personal accounts, demonstration and practical work. Visual materials--charts and flash cards--are used to enhance teaching and learning. Student progress is evaluated through tests administered at the end of each month as well as a final test in every subject.

### Relevance, Sustainability and Impact of Program

AWRC's female literacy program in the Akora camp is useful, relevant and transferable. It addresses the multiple problems of female illiteracy, lack of marketable skills, and poor sanitation and health conditions. It contributes to the empowerment of women, raising their self esteem, and reducing their isolation and frustration resulting from living under volatile and uncertain conditions. This education and training should

ultimately help improve the quality of life for the participants, their families, and communities.

No substantive evaluation has yet been made of any female literacy programs to enable us to determine their true impact or outcome for the participants. Our visits to the classes indicate that the literacy classes in the Akora camp have been effective in imparting the rudiments of literacy and proper health habits. During a visit to the camp in July 1991, this evaluator was impressed by the students' enthusiasm for learning, as well as their cleanliness and agility. The students do learn to read simple words and passages in their literacy texts, but it is difficult to ascertain the levels of literacy and skills acquisition achieved by the graduates in the absence of follow-up reading materials. Course duration, four months, which has recently been increased to six months, is still too short to impart functional literacy.

Despite these drawbacks, feedback from the community, conveyed orally and in writing to the AWRC's education director, indicates that program beneficiaries, the students and their families, are satisfied with the program. People call and write to say how grateful they are that their wives or daughters have learned how to read. They appreciate their being able to read some passages of the Holy Quran, which is the main motivating force for families to enroll females in literacy classes. Probably the greatest accomplishment, of this and other female literacy programs, is the awareness and appreciation of the value of female education engendered among the students, their families, and the whole community. The long-term impact could be substantial, as research has shown significant positive effects of a mother's education on the cognitive, emotional, nutritional, and health development of her children. The graduates of the literacy classes are more likely to send their children, male and female, to school. After all, knowledge acquisition provides a sense of powerfulness. This may be documented by the following statement made to me by one seventy-year-old woman literacy student: "an illiterate woman is like a blind person." and she was proud that her new acquired literacy was making a difference in her life. And one husband, pleased with his wife's new skills, described her as now being able to see whereas once she was blind.

Furthermore, the skills training, particularly in knitting and sewing, provides a source of income for the women and their families, no matter how small it is, and helps their survival. Women are able to make clothing for themselves and other family members, and occasionally for others. AWRC teachers provide students, occasionally, with instruction in marketing strategies for selling their products. Additionally, the students, most of whom are married with young children, find the health education lessons very useful. Finally, by bringing women together, these literacy classes often turn into discussion groups where women discuss and share their experiences.

The best indication of the success of the program is that AWRC has been asked by camp leaders to introduce similar classes in other camp locations, and other camps have invited them to introduce the program there as well. The first course was so successful that 98 women registered for enrollment in the second course, but only 48 could be accommodated. This is a clear indication that AWRC has been able to gain the trust and support of the refugee communities, and capture the enthusiasm of the women and their families. Reportedly, the graduates are so enthusiastic about their new skills that they teach them to their friends.

Another benefit of the camp literacy and other AWRC programs is that they provide employment for professional and paraprofessional Afghan women enabling them to support themselves and their families. Through their work, these women also gain valuable experience in their professions, in mobilizing community support, and in organizing women for community development. They will be able to use their experience in forming similar participatory organizations when they return to Afghanistan.

AWRC has become a resource, in the area of literacy teacher training, for other Afghan and expatriate NGOs. It has been asked by Save the Children Federation (SCF) in Islamabad to help set up literacy classes for female refugees in the camps. And in December 1991, AWRC provided a two-week in-service teacher training workshop for its camp teachers and literacy teachers from other organizations. This promises future success for the organization in other camps and in Afghan villages after resettlement.

Yet, as with other programs discussed in this report, the AWRC camp outreach program is dependent on expatriate funding for support, despite its attempts to tap other funding sources particularly from overseas Afghan refugees.

#### General Remarks and Recommendations

AWRC's integrated female literacy program in Akora camp has been successful in accomplishing its short-term objectives of providing literacy, health education, and income-generation skills. The following recommendations are made to help enhance and expand the camp literacy program.

- o AWRC should be supported in its efforts to expand the Akora camp literacy program, and to set up new classes in other camps also.

- o Extending the duration of the literacy program to six months, instead of four, is a good development. 'I suggest refresher classes for the graduates at least once every six months after graduation.
- o Literacy should be integrated in all teaching not just taught in a separate class. It should be part of health education and skills training by teaching students how to read and write the vocabulary associated with the skills they learn. This requires new literacy material.
- o Students should be encouraged to share their education and skills with others, but more on this later.
- o AWRC should be supported in sharing its experiences with other organizations.
- o The staff of AWRC wishes to receive managerial training and computer instruction, to enhance their managerial capabilities, and increase their efficiency and effectiveness in interfacing with other organizations, and serving the needs of their clientele.

E. Save the Children Federation (SCF/U.S.): Women's Self-Reliance Small Scale Poultry Enterprise.

Background and Project Description

Save the Children Federation (SCF/US) introduced the Self Reliance Small Scale Poultry Project for women in the Manandara district of the Nangarhar province in mid-1991. This is the second SCF/US women's income generation project in the Nangarhar province, and reportedly, the first NGO poultry project inside Afghanistan. The organization had operated a handicrafts-income-generation project in that area for 18 months, had established strong ties with community leaders, and gained their support.

Nangarhar was chosen because of its proximity to Peshawar: a three-hour drive away. This facilitates the movement of staff and supplies. It is also situated on a major refugee repatriation route, the Asian highway. During the war, Nangarhar had lost much of its previously well-developed infrastructure. The nutritional status of the residence was very low. One main objective of the project was to improve nutrition and raise living standards.

Project beneficiaries are 150 widows and wives of disabled husbands. These women were chosen from among 200 women identified through a community survey. Although the program targets the poorest women, to ensure its success, priority was given to women with some resources and skills: a space for raising the chickens, experience with farm animals, or minimal entrepreneurial skills.

To ensure smooth operation, and adequate follow-up and monitoring, the project is being implemented on stages. The first shipment of 21 eight-week-old chicks (18 females and 3 males) for each recipient, was delivered to 39 women in April 1991. The chicks are vaccinated against common diseases. A three month supply of feed is also provided, so are the wire nets for making the cages.

### Institutional Capabilities

Save the Children Federation U.S. (SCF/US) is a well-established organization with a track record of community service in 39 countries. Founded in 1932, SCF/US is a non-profit, non-religious charitable organization dedicated to improving the lives of needy children and their families. In 1985, SCF Pakistan Office began work with Afghan refugees. In the summer of 1988, the Quetta and Peshawar offices were opened and began implementing projects in agricultural rehabilitation, construction and women's income generation, in seven provinces inside Afghanistan. These are Ghazni, Nangarhar, Baghlan, Wardak, Takhar, Zabul, and Kandahar.

SCF's Self Reliance Small Scale Poultry Project is managed and technically supervised by two highly motivated and capable Afghan women: engineer Petuni Hedayat, and Veterinarian Dr. Fatima Safi. Both have gained the respect and support of the women and men in the village. Mrs. Hedayat has a B.S. degree in engineering from Kabul University and had worked eight years as a construction engineer in Afghanistan. Dr. Safi has a B.S. in veterinary medicine from Kabul University, and a master's degree in Veterinary Medicine (M.V.M.) from India. She is a former Asst. Professor of Parasitology in the Faculty of Veterinary Medicine at Kabul University. One para-veterinarian and 4 assistant para-veterinarian work provide village women with training and assistance in raising and caring for the chicken.

The involvement of community leaders, the shura members of the political parties, has been necessary to ensure smooth operation, building of trust, and establish community ownership of the project. The beneficiaries and village supervisors were chosen jointly by SCF and the community council. The shuras provide security for the project beneficiaries and staff, as well as good community relations. Community responsibility and trust are built into the project through contractual agreement between the beneficiaries and SCF, and the community contribution is ensured through required

repayment of 40 percent of the cost of the chickens and their feed. Furthermore, SCF consults with other organizations involved in income generation projects regarding various technical aspects of the project.

### Project Relevance, Sustainability and Impact

This poultry project is too new to have a measurable impact on the targeted population. However, it has many built-in elements of success, and has already generated much enthusiasm in the community. Its anticipated effects are achievable. It should help enhance the economic status of widows and wives of disabled men, by providing them with a source of income, and training them in poultry raising skills. The anticipated income, of approximately Rs. 75 per week, and the nutrition derived from the eggs, should have a positive impact on the health of the women and their families. In the long-term, the project should increase nutritional standards in the whole village. The experience of other Third World countries indicates that animal husbandry projects help improve women's self-esteem and their standing in the community. The project manager has already noticed changes in the attitudes of the women and men in the village. While in the beginning women would not even let their names be used for book-keeping purposes, they now give both their names and pictures. They attend the meetings with the male para-veterinarian unaccompanied by male chaperons. And the whole community has been introduced to the concept of participatory decision making.

It is yet too early, though, to determine if the project will succeed in enhancing understanding of private enterprise and market economy among the beneficiaries. It is yet to be seen whether women will actually be able to sell the eggs, and later the chickens, to their neighbors and others, or if marketing will be left to the males. In either case, the whole family benefits. In the final analysis, the main purpose of the project is, ultimately, the well-being of the family unit rather than the individual woman. Thus, it is less likely to create resistance and should be welcomed as a genuine effort to promote development of all members of the community.

The project is sustainable because it is socially acceptable and economically feasible, and relates directly to women's subsistence needs. It enables women to earn an income by engaging in productive activities without leaving their homes or compounds. They care for the chickens while performing their domestic responsibilities. The project produces quick, tangible and identifiable results. It engages all family members, young and old, male and female. Furthermore, it is a good source of family nutrition, especially when the chickens are kept until the laying cycle is complete, and their effects extend beyond the immediate beneficiaries and their families to the whole community.



It is estimated that the project will ultimately benefit 71,085 people (150 widows, 5 para-veterinarians, their assistant, their families, and all 70,000 village residents). The village is expected to benefit from 1) increased supply of low-cost protein (eggs and chicken); 2) increase in local cash flow; and 3) the re-introduction of chicken production as an income-generation activity especially for women. It much more productive and sustainable than handicraft projects, the most commonly available income-generation activity for poor women.

Project-Related Training The project provides training to beneficiaries and the parapets. The beneficiaries receive training in poultry husbandry, basic care and marketing of eggs, and improved family nutrition. One para-veterinarian and four assistants (two couples) received instruction in poultry husbandry, diagnosis of newcastle disease, vaccination, etc. Project staff wisely hired two women and their husbands as para-veterinarian assistants, instead of four women, as this was more socially acceptable and facilitated the women's mobility and community access. The project's veterinarian has developed an elaborate curriculum for training the para-veterinarians and their assistants. She has also developed a system for monitoring project progress. Finally, all those involved in the project are gaining valuable experience that they can use in setting up similar projects in other Afghan provinces, and they can pass on their training to others.

#### Problems and Constraints.

A major problem that faced the project, in the early Fall of 1991, was the temporary suspension of cross-border operations because of security violations. The second shipment of chicks could not be made and had to remain with the supplier, requiring extra funds for feeding and space rental. Ultimately they had to be sold back to the supplier for sale on the open market. The ban on cross-border operations was lifted in January, and shipment was about to resume when the evaluator visited the poultry project director in January 1992. The veterinarian's move to Quetta was another problem, and no replacement was hired as of mid-January 1992, although there are other female veterinarians in Peshawar.

Poultry projects, like other animal husbandry projects, have some inherent problems and constraints. First, although they are designed to help the very poor, the beneficiaries have to have some resources for the project to succeed: enough space to keep the chicken, a source of local feed, and some interest in farm animals. Another problem is that some people kill the chicken to eat before they mature and produce eggs. Animal husbandry projects in general are more difficult to manage than handicraft projects because they involve living creatures, that require special care.

Whereas other female projects usually create resistance, this poultry project has engendered more demand from other community women who are jealous for not being included.

#### General Remarks and Recommendation

The experience with poultry and other animal husbandry projects indicates that they are generally successful and popular. Some are easier to manage and operate than others. Therefore, I recommend the following:

- o Allocate a smaller number of chicks per family, 15 or less, to a larger number of women.
- o To overcome jealousy among other village women, and to spread project impact, women should be encouraged to form cooperatives to work together on poultry farms.
- o Given the problems involved with cross-border operations, I suggest developing a back-up system that would allow distribution of the chicks to women in the refugee camps, instead of keeping them and selling them back to the supplier.
- o Experiment with other types of animal husbandry such as goats and sheep whose space requirements are minimal.
- o Whenever possible, the evaluator recommends introducing similar projects in the refugee camps.

#### F. Shuhada Clinic and Schools: Education for Women and Girls in Quetta and Jaghori.

The Shuhada Clinic and School, founded in 1989, is a non-government non-political humanitarian organization. Its aim is to improve the welfare of Afghan women and children in the Quetta area and in Jaghori province through education and health services.

Shuhada Clinic and School sought funding from the Asia Foundation /AID in 1991, to expand its successful educational program for females. It has operated the Ariana School in Quetta for three years, and offered a small female literacy class in the school in the afternoon. Shuhada Clinic, which is not funded by AID, provides a one-

year nurses' training course, and a three-month first aid course. Shuhada has repaired and opened ten primary schools and one secondary school in Jaghori and Qarabagh districts, and one coeducational high school in Jaghori.

The new female adult education program, funded by AID, targets minority Hazara women in Jaghori in the Hazarajat district, an underdeveloped district in Afghanistan. More than 40 women from that district had requested literacy classes at the Sangimasha high school. The classes, which began in the Fall of 1991, in Tabgus village provide education for 50 girls for 18 months. In Sanginasha, 40 women receive literacy education, incorporating basic health and nutrition concepts, for 18 months also.

#### Relevance, Sustainability and Impact

The project is relevant and needed to meet an existing need for female literacy. It has two strong elements: it targets female refugee as well as disadvantaged Hazaras; and it lasts for 18 months which is long enough for attainment of lasting literacy. It is managed by a highly qualified and committed Afghan woman physician, Dr. Sima Samar, the principal and teacher in the Shuhada school. She has maintained an excellent relationship with community leaders. She has developed her own integrated literacy material, which is considered, by other literacy teachers, to be good but too advanced for beginners. But Dr. Sima argues that she has had no problem with it. Proper arrangements have been made for monitoring and evaluation on a regular basis to ensure that the program meet its stated goals, to identify operational problems and to work towards effective solutions.

#### G. Reconstruction and Rural Development of Afghanistan (RRDA): Adult Education and Skills Training for Women in Wardak

At the start of this evaluation, the project was still in the planning stage. The following assessment is based on a review of the project proposal, and an interview with RRDA director, Mr. Zaid Haidary, and the education director, Mrs. Hussai Roshan in November 1991 and January 1992.

This literacy project targets female primary school drop-outs between the ages of 14 and 45, in the Wardak province. Whether they dropped out for family reasons or because of the war, it is expected that they are motivated to resume their education with their families' support. Classes will be offered in two Afghan villages: Sabszang and Adina in the Wardak province. Duration of the course is six months, four hours daily, six days a week, 10:00 A.M. to 2:00 P.M. It takes into consideration the needs

domestic responsibilities of women, and their time constraints. Health education and sewing instruction will be provided, to 40 women, as part of an integrated literacy program. Two literacy education centers are being set up in the two villages with the endorsement of community leaders.

Project staff have been able to mobilize community support and identify resources to help project implementation and contribute to its sustainability. Field staff work closely with the religious and political leaders in the two villages.

#### Institutional Capabilities of RRDA

Both the RRDA director and the education director are qualified and committed, and should be able to implement a successful female adult literacy program. They are able to travel inside Afghanistan, and have brought two teachers from the Wardak province for literacy training. The education project director is a graduate of Kabul university, with extensive teaching and administrative experiences in Afghanistan, and has directed income-generation projects for refugee women in Pakistan. During the evaluator's visit in January, efforts were underway to female literacy textbook, under the direction of an Afghan male educator. But this effort was temporarily suspended upon the advise of AID's DPI staff and this evaluator, pending further discussions with the Educational Sector Support Project (ESSP) staff, who were in the process of developing a female literacy textbook. This was deemed necessary to avoid duplication of effort and waste of scarce resources. RRDA has devised an evaluation plan and begun coordination with other literacy program. They sponsored a three-day planning workshop for the coordinators of literacy classes funded by AID, which was held in Islamabad in January 1992, and are planning to hold other literacy workshops. However, this is a new and ambitious NGO that is yet to prove itself.

#### Program Relevance, Sustainability and Impact

This cross-border female adult literacy programs addresses the serious illiteracy problem among rural Afghan females (95 %). The education provided will should enable them to upgrade living conditions for themselves, their families and communities. If it succeeds, with community support, its impact will increase as it becomes a model to replicate in other Afghan villages to enhance their social and economic development. Furthermore, the literacy workshops planned by RRDA provide a unique opportunity for literacy teachers and administrators to network, share information and resource, and work together to improve their teaching, and upgrade the quality of teaching and evaluation materials.

### Recommendation

The evaluator urges RRDA to sustain their ongoing effort of cooperation and coordination with other organizations involved in literacy education.

### **III- RISKS AND CONSTRAINTS**

All programs for Afghan women in the camps and in Afghanistan run the risk of being rejected by the community. The projects discussed in this report function under a set of constraints and risks that make work on behalf of women difficult and frustrating. These include the following:

#### A- Constraints Relating to the Recipient Community.

- o Traditional Cultural and Religious Constraints. There is a belief among certain groups, in the refugee communities and inside Afghanistan, that female education is counter to Islamic teachings. They argue that women should not leave their homes to attend classes even if they are gender segregated. Although they have no justification in Islamic texts which encourage teaching and learning for both males and females, these allegations do inhibit the women from attending classes.

It is especially difficult to provide cross-border training for females because of cultural restrictions on female mobility, and concern for their safety. This means that most education and skills training, before repatriation, has to be provided to the refugees, who will utilize their training later inside Afghanistan. This also necessitates working through supportive Afghan political and religious leaders to gain their trust and support.

- o Poverty and underdevelopment. Afghan women are burdened with time-consuming domestic tasks such as collecting firewood, hauling water, washing clothes in rivers or canals, processing food for family consumption. For most of these women, literacy is not a priority, as they are more concerned with meeting their survival needs.
- o Fear of Foreign Cultural and Religious Influences on Women. This is a major constraint on all female programs. As a result of their experience with the Russians during the war period, the Afghans mistrust foreigners and fear their influences particularly on Afghan women and families.

This constraint has to be always considered in designing and implementing programs for women. It calls for sensitivity and appreciation of the Afghan people's desire to maintain their national identity. It should not obstruct female educational and training efforts.

- o The Continuing State of War, Strife and Factionalism. This makes it difficult to plan, design and implement programs especially for females. The continuing fighting endangers cross-border work, and ideological conflicts gets women caught in the ideological cross-fire.
- o Difficulty of Supervising, Monitoring and Evaluating Cross-Border Programs. This is a problem facing all cross-border operations particularly those dealing with women, because of restricted female mobility.

#### B. Constraints relating to the Delivery Organizations and Funding Agencies.

There are also constraints relating to the funding and implementing organizations. These include the following.

- o Cultural Differences. Cultural differences, between the Afghans and expatriate funding agencies, often result in misunderstandings and mutual suspicion. These differences often lead to excessive concern, among the funding and implementing, over perceived sensitivity of the issue of female education and training, and to hesitancy and unwillingness to try new projects and experiment with new ideas.
- o Inadequate Information. This exists in two areas. The first is inadequate knowledge of existing Afghan human and physical resources, for and among women, in the refugee communities, inside Afghanistan, and in the host country Pakistan. The second is the lack of information about successful and replicable women's education and income-generation programs in other Islamic countries, including Pakistan. Because of this, valuable resources are not being utilized for the benefit of Afghan women and their communities.
- o Dwindling Financial Resources. The resources available for education and training are extremely limited, and those that existed are diminishing. Furthermore, education and training of women involve the added cost of providing transportation to and from classes which

increases the per-unit cost of centrally located female training programs.

- o Lack of Coordination. This is a problem that exists among various donors as well as among implementing organizations. This leads to duplication of efforts and waste of scarce resources.
- o Lack of Managerial Expertise among Most Afghan NGOs. This is especially a problem for Afghan managed NGOs. Many of the Afghan women in these organizations, despite their qualifications and commitments, lack the experience in various aspects of organizational management: personnel, finance and budgeting, as well as proposal and report writing.

AID's DPI staff, the Asia Foundation and Implementing organizations recognize many of these constraints and problems, and strive continually to overcome them. The recommendations included in this report are provided to help this important effort.

#### IV- CONCLUSION AND RECOMMENDATIONS

The preceding analysis documents the progress made by the O/AID/Rep.'s Democratic Pluralism Initiative (DPI) and its contractors, IRC and the Asia Foundation, in addressing the massive educational, health, and income-generation needs of Afghan women in the refugee communities and inside Afghanistan. It outlines also the risks and constraints under which all female programs function.

As discussed above, all projects have made considerable progress toward achieving their stated objectives, and responding to the multiple educational, health and economic needs of women in the refugee communities and inside Afghanistan. Some are running smoothly, such as IRC's comprehensive Female Education Program in Peshawar and vicinity, the AWEC's multi-faceted program for urban refugees in Islamabad, and the AWRC's camp literacy program. Others are facing hardships. The MSOA's women's university is struggling to achieve its ambitious objectives under severe human and physical shortages. Save the Children's women's poultry project, which has a great success potential, was interrupted for several months because of the suspension of cross-border operations, but resumed when the suspension was lifted. The female professional development program has been successful in many ways, but it has had its difficulties as well. The Wardak literacy project is just beginning with a lot of enthusiasm and energy among the management and staff of the implementing

organization. New developments are occurring in all programs as they attempt to respond to local needs and changing socio-economic and political conditions.

The programs have been effective in achieving their objectives of increasing female knowledge and skills, and enhancing their earning potential, and empowering them by helping them contribute to family and community welfare. The Afghan women involved in these programs are gaining valuable experience which will enable them to expand existing programs and start new ones in Pakistan or inside Afghanistan. The success of all female programs will ultimately depend on the ability, commitment and determination of these women who carry out their responsibilities toward their sisters and communities under difficult circumstances. Hence, they help achieve the general objectives of the Democratic Pluralism Initiative and of the O/AID/Rep.'s Afghanistan Strategy.

Despite the accomplishment, these projects suffer, to different degrees, from a number of weaknesses that limit their effectiveness, sustainability and impact. In discussing individual projects, this report identifies programmatic and institutional problems and offers specific recommendations to redress them. Therefore, the following discussion and recommendations are general and deal with issues that intersect organizational boundaries.

- o The number of women benefiting from all programs is still very small compared to those in need of assistance.
- o The existing programs have not enabled women to achieve self-reliance.
- o All the organizations and their programs are dependent on external funding sources, without which they will collapse. Much work needs to be done to improve the sustainability of these programs.
- o Inequities continue as the best programs, such as English language and office skills classes, tend to attract the more advantaged groups.
- o There has been no systematic tracking of the graduates to determine the actual impact of their education and training. Some casual follow-up of the graduates is done by IRC, but not much by the others mainly for lack of expertise and funds.

Nevertheless, all the projects deserve continued financial support, from AID, and other sources. This report includes many suggestions and recommendations to help both the implementing organizations improve their services, and AID and the Asia Foundation



to provide them with needed technical and other support. The report stresses the importance of improved and expanded adult functional literacy programs to maximize their impact on a larger segment of poor Afghan women. These are the ones who will ultimately carry the burden of sustaining their families, improving living conditions in their communities, and rebuilding their war-devastated country. The following discussion intersects organizational boundaries. It focuses on literacy and income.

#### A- Literacy

Female literacy is now recognized as one of the most important factors in socio-economic development. Research, conducted in several Third World countries over the past two decades, has documented the positive effects of the mother's education on the nutrition as well as the physical, emotional and mental development of her children. Female literacy helps reduce infant and maternal mortality, as well as birth rates. Female education may, indeed, be the most important single factor in a society's development.

Yet the current literacy programs for adult Afghan females will not be able to contribute to the development of the Afghan people and their country because of the following problems.

- o The number of Afghan women receiving literacy education is insignificant compared to the number of female illiterates among the refugees (more than one million) and inside Afghanistan (several millions). Going at the current rate of 20-25 students per class, in a dozen or so classes per year, it will take two more centuries to teach minimal literacy to just one million women.
- o The current model of literacy education is definitely inadequate to even begin to scratch the surface of the deeply-ingrained problem of female illiteracy in Afghanistan.
- o The quality of literacy textbooks and other teaching material is uneven, and much of it is irrelevant to women's needs and concerns. Furthermore, there are no reading materials for the new literates. Once they conclude the course, most of the women will forget what they have learned because of lack of practice.
- o Teaching methods, which emphasize drill, are often inappropriate for adult learners.

- o The duration of instruction, 4-to 6 months in most course, is too short to ensure literacy acquisition.
- o Literacy teachers do not receive adequate pre- or in-service training.
- o Literacy instruction is not integrated with health education and skills training.
- o There is little communication among literacy teachers to share their successes and problems to learn from each others' experience. This is changing due to the workshops and discussion meetings among literacy coordinators begun in January 1992, under the auspices of the Asia Foundation and the O/AID/Rep.

#### Recommendations Regarding Female Literacy

- o Establish a "Task Force on Female Literacy" consisting of literacy teachers and coordinators, experienced women teachers and administrators, and teacher trainers. The task force should meet regularly to share ideas and information, review and evaluate new literacy material, and plan and implement workshops on female literacy.
- o Adopt a more aggressive and innovative approach to literacy education. Functional literacy education should be expanded to reach the largest possible number of female refugees, and inside Afghanistan whenever possible, without sacrificing quality. The purpose of such an expanded literacy program will be to provide basic knowledge to the largest possible number of women, to equip them to face their present difficulties and to contribute to the rebuilding of their country at the end of the hostilities.
- o Integrate literacy with health education and skills training. Words should be used with pictures to introduce concepts and ideas relating to women's lives.
- o Develop new integrated functional literacy materials to be used on an experimental basis, and revised on the basis of classroom use.
- o Provide training workshops for literacy teachers and curriculum developers.

- o Issue a literacy newsletter to be distributed among all literacy teachers: include success stories, new materials, comments from graduates regarding the effect of literacy training on them and their families, comments from the community, requests for literacy classes, stories, poems, pictures, games etc. As a start, AWRC may devote one or two pages of its existing newsletter, Basheer-ul-Momenat, to literacy issues that are of wide concern and aim at educating the public about the need for and impact of female literacy. The newsletter can be used also as a means of generating financial support for AWRC's literacy and other programs. But this is not a substitute for a newsletter for teachers focusing on teaching materials and methods, classroom management issues, and other related matters.
- o Encourage and train graduates to use their education to teach other women and children. I recommend a system of a "school in every home," to begin in Pakistan and be continued inside Afghanistan later on. Promising graduates should be provided with materials -- teaching kits --, trained in their use, and helped to set up classes for small groups of women or children. Token financial support should be provided as an incentive and recognition of their work.

### Skills Training and Income Generation

AID-funded programs provide women with marketable skills as part of literacy classes, female public administration, teacher training (IRC's), english language instruction, and health educator training. All these help women gain skills that enable them to earn an income either as employees of organizations, or producers of products for sale (knitted or embroidered items, sewing and tailoring, and animal husbandry.) Not enough attention has been given, however, to helping women develop entrepreneurial skills, for instance, how to go about buying materials and marketing products, or how to start and manage their own business.

Most projects have maintained the traditional notion of what income-generation skills are suitable for women: sewing, knitting, and crochet. These are skills that help lock women in their traditional roles.

### Recommendations Regarding Income Generation

The evaluator recommends the following:

- o For all skills training provided, women should be taught entrepreneurial skills to promote self-reliance. As mentioned, IRC's Public Administration Program is in the process of planning and implementing a business administration course to be open to IRC students and others.
- o Expand the scope of income-generation activities to include non-traditional areas that utilize local resources and build upon women's multiple economic activities: food-processing; diversified animal poultry (bee-keeping, goats and sheep, and other animals common in Afghan rural areas); and kitchen gardens;
- o Explore ways of collaboration with successful WID projects in Pakistan and other Islamic countries. I urge AID and the Asia Foundation to pursue the contacts made during the Afghan women's group visit to Egypt and the United States in November 1991, where initial discussions were made regarding possible future study tours and internships for Afghan women in Egypt and Bangladesh.

### General Recommendation

- o All delivery organizations are urged to work together, and with AID's sectoral projects, to share resources and expertise. It is hoped that this report will help facilitate this collaboration to extend and enhance the effectiveness and impact of all programs.

Additional programmatic and policy recommendations will be included in a DPI *Women in Development Strategy Document* that is being developed by this evaluator as part of her contract as a WID Specialist for O/AID/Rep.

## **APPENDIX**

### **ORGANIZATIONAL PROFILES AND CHARTS**

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## **ORGANIZATIONAL PROFILE No.1**

### **NAME OF ORGANIZATION**

International Rescue Committee (IRC):

### **NAME OF PROGRAM**

Female Education Program (FEP)

### **ORGANIZ. OBJECTIVES**

IRC is the largest NGO program providing assistance to the Afghan refugees. Based in Peshawar (since 1980), IRC supports projects which reach over a quarter of a million refugees. Its programs range from mass immunization of infants and mothers to a three-year university-level engineering program for Afghan males.

### **PROGRAM OBJECTIVES**

To provide a wide range of educational opportunities and professional training for Afghan women.

### **ACTIVITIES**

Women's English Language Program (WELP);  
(includes teacher training)

Women's Health Educator Trainers Program (WHETP);

Women's Public Administration Program (WPAP);

The Lycee Malalai Secondary School for Girls;

Community Based Primary Education for Girls (CBEG)

Women's Journalism Program (WJP)

### **AREAS OF OPERATION**

The Northwestern Frontiers District (NWFP) of Pakistan.

### **PARTY AFFILIATION**

This is an expatriate unaffiliated NGO.

### **STAFFING PATTERN**

The Deputy Director of Refugee Affairs; Director of Female Education Program; six female program units (three have one director each, and three have two directors each (see attached organizational chart)

### **FUNDING**

Female Education Program:  
\$ 315,000 under a cooperative agreement with AID; and  
about \$ 300,000 from other sources.

The Women's English Language Program

\$ 82,200 AID 's Cooperative Agreement with IRC  
1,900 from the USIS  
27,273 Stichling Vlucholling (Dutch)  
10,083 Operations Days Work  
(Student fees are Rs. 300 per term (4 months))

The Women's Public Administration Program (WPA)

\$ 84,654 AID (In 1991)  
36,064 Canadian Embassy  
(Student fees: Rs. 200 per term for Typing and computer  
classes; Rs. 500 per term for advanced computer  
classes, paid by employers of working women)

The Women's Journalism Program

\$ 37,039 for both male and female Journalism program  
(funding for female journalism program 09/91-08/92)

**OTHER DONORS**

Numerous other donors including O/AID/Rep.'s sectoral  
programs, and USIS.

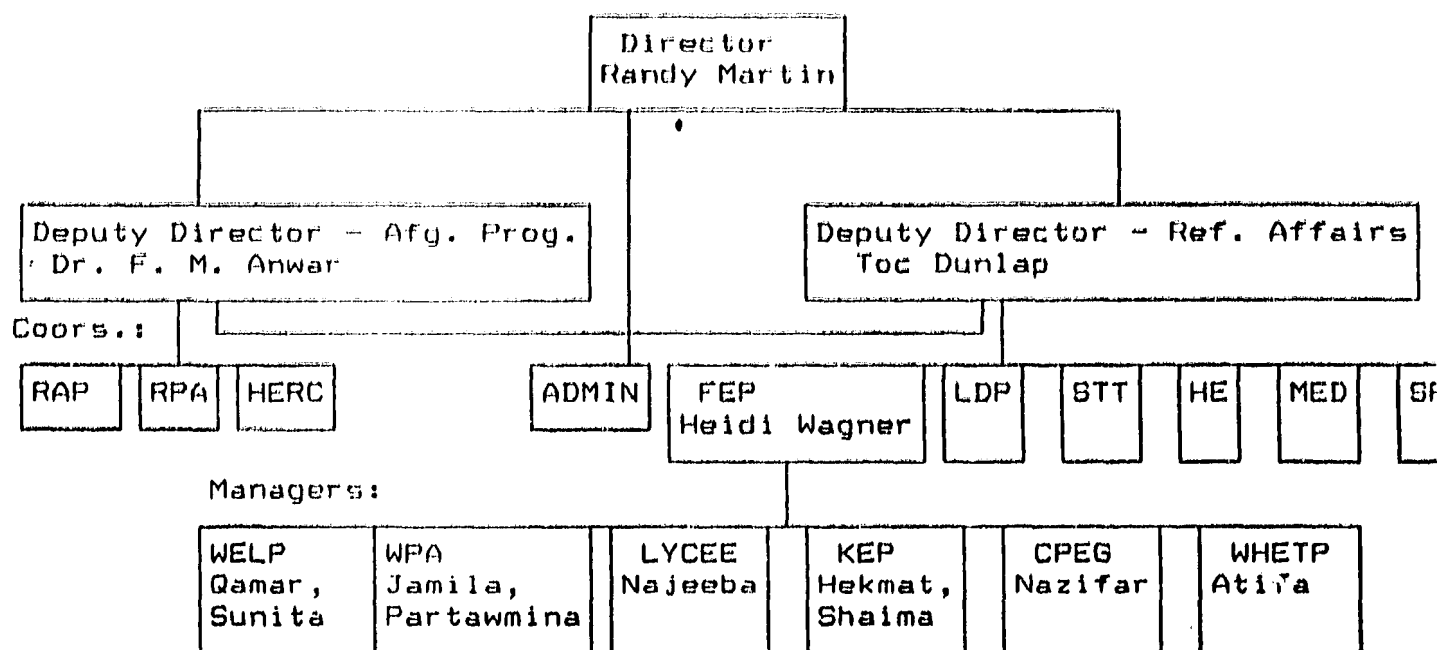
**TRACK RECORD**

An excellent track record in education and training, male  
literacy, health education, and numerous other sectors.  
Excellent curriculum development programs

**CONSTRAINTS**

Hostility from some community groups.

# IRC PAKISTAN - AFGHANS PROGRAM



- RAP - Rural Assistance Program
- RPA - Rehabilitation Program for Afghanistan
- HERC - Health Education Resource Center
- ADMIN - Administration
- FEP - Female Education Program
- LDP - Language Development Program
- STT - Science and Technology Training
- HE - Hangu Education
- MED - Medical
- SRP - Self-Reliance Program
- WELP - Women's English Language Program
- WPA - Women's Public Administration
- LYCEE - Lycee Malalai Secondary School
- KEP - Kodakistan Education Program
- CPEG - Community-Based Primary Education for Girls
- WHETP - Women's Health Educator Trainers Program

This chart shows Managers Level for Female Education Program only.

October 30, 1991  
Formtool/c:chart



## ORGANIZATIONAL PROFILE No. 2

<u>NAME OF ORGANIZATION</u>	Muslim Sisters' Organization of Afghanistan (MSOA)
<u>NAME OF PROGRAM</u>	Ummahat-ul-Mominoon University
<u>ORGANIZ. OBJECTIVES</u>	Providing Formal Schooling for Afghan Females at the primary, secondary, and higher levels.
<u>PROGRAM OBJECTIVES</u>	To provide higher education for Afghan females;  To provide employment opportunities for Afghan Female professionals, and prepare them to contribute to reconstruction and development of Afghanistan
<u>ACTIVITIES</u>	Female primary and secondary schools in Pakistan (in Peshawar, Islamabad, Karachi, and refugee camps), Iran, and Afghanistan (Paktika and Wardak), and a women's university in Hayatabad: 56 primary, 3 secondary, one tailoring center in Peshawar, and one university.
<u>AREAS OF OPERATION</u>	Pakistan, Iran, Afghanistan (and some weekend schools in the U.S. and Australia)
<u>PARTY AFFILIATION</u>	Jamiat-i-Islami Afghanistan
<u>STAFFING PATTERN</u>	The MSOA is comprised of:  -- <u>An Executive Committee</u> comprised of a president, vice president, a general secretary and a vice general secretary, and the presidents of each of the following committees:  -- <u>Eleven committees</u> (each has a president and two assistants) of education, finance, culture, refugee social welfare, regulations, foreign relations, mine awareness, security, health, membership and planning.  -- <u>An Advisory Board</u> comprised of elder women who advise the executive committee.  -- <u>Unions</u> : of engineers, teachers, students, doctors, and nurses.  -- <u>Volunteers Representatives</u> in 9 countries: Germany,

Austria, France, Australia, the U.S.A., Canada, Saudi Arabia, Sudan, and Iran.

-- Chief Supervision Office supervises the activities of the MSOA and women's education, and acts as a link between it and Jamiat-i-Islami Afghanistan. The Chief supervisor of this office, Mr. Fazal Rahman Minhaj, is the spokesperson and representative of the University.

#### UNIVERSITY STAFFING

Twenty-six full-and part-time academic staff including one librarian.

#### AID/TAF FUNDING

\$ 38,166 in 1990, and \$ 48,000 in 1991.

#### OTHER DONORS

\$ 750,000.00 raised since 1984;  
\$ 500,000.00 operating budget for all MSOA operations.  
Funding for the MSOA has been obtained from Muslim Aid, Islamic Relief Agency (ISRA), Human Concerns International, Canadian High Commission Islamabad, United Aid, Norwegian Committee for Afghanistan. Individuals, organizations, and some Arab countries

Reported funding for the university as follows: Rs. 18,000 from Mrs. Abdullah Azzam; Rs. 11,000 from the Swedish Committee for Afghanistan; a copier worth Rs. 100,000 from Prof. Burhanuddin Rabbani; \$ 500.00 from Mrs. Shirlee Taraki on behalf of Friends of Afghanistan Organization in Illinois; books provided by IRC and the Asia Foundation; Silkscreen Charts provided by the UNO Materials Development Center.

#### DONOR TRACK RECORD

Over ten years involvement in pre-college female education, but no information is available on quality

#### CONSTRAINTS

Opposition to female education from certain community groups; Ummahat-ul-Momineen Women's University has been accused of being anti-Islamic and immoral, and threats were made against its students and faculty.

Lack of professional and Managerial expertise among staff members.

Serious shortages of textbooks, references, laboratory equipments (for chemistry, physics, biology, English language etc.)

Shortage of funds and dependency on foreign donors.

### ORGANIZATIONAL PROFILE No. 3

<u>NAME OF ORGANIZATION</u>	Afghan Women's Education Center (AWEC)
<u>NAME OF PROGRAM</u>	Female Education
<u>ORGANIZ. OBJECTIVES</u>	Provide education and skills training to urban female literate and illiterate refugees.
<u>PROGRAM OBJECTIVES</u>	<p>To provide literate teenage and adult females with English language skills to enhance their employment opportunities;</p> <p>To provide illiterate teenage and adult females with literacy and numeracy skills to enhance their self-esteem, make them aware of their civic responsibilities; and help them develop an appreciation of the value of education for them and their families.</p> <p>To provide women with sewing and cutting skills, to enable them to making clothes for themselves and their families. Encourages women to teach their skills to others, and to market their products for income generation.</p> <p>To provide employment opportunities for educated Afghan women to enable them to support themselves and their families.</p>
<u>ACTIVITIES</u>	<p>English Language classes (4 levels, duration six months each);</p> <p>Four-month cutting and sewing classes;</p> <p>Six-month literacy classes (one level);</p> <p>Preventive health and child care education;</p> <p>Islamic education classes</p>
<u>AREAS OF OPERATION</u>	Islamabad, Pakistan
<u>PARTY AFFILIATION</u>	Formerly affiliated with Jamiat-i-Islami, currently unaffiliated.

STAFFING PATTERN

One Director, one assistant director, 4 English teachers, one literacy teacher, one sewing teacher, and one part-time health educator. Both director and asst. director teach also.

AID/TAF FUNDING

\$ 25,372 (01/01/91 - 01/31/92)

OTHER DONORS

\$ 1,750 from other sources (Rs. 3,000 personal donation from the AIG Minister of Finance, Rs. 14,000 from donors in Germany, and other contributions from private donors). English books obtained from IRC and literacy books from UNO.

TRACK RECORD

Has been able to establish good reputation in the community; graduates are satisfied with their education.

CONSTRAINTS

The difficulties associated with all educational programs for women, i.e. opposition from traditional elements of the community.

Space limitations: the Center has to operate in two shifts, uses the kitchen as a classroom; students have no desks, and the tailoring students do not have adequate table space.

Not enough sewing machines for all the students.

Lack of staff expertise in entrepreneurship and micro enterprise development.

Dependency on external funding from year to year.

## **ORGANIZATIONAL PROFILE No 4**

### **NAME OF ORGANIZATION**

Afghan Women's Resource Center (AWRC)

### **NAME OF PROGRAM**

Female Literacy and income generation.

### **ORGANIZ. OBJECTIVES**

To Provide female literacy classes for refugee women in the camps and in the Center's buildings, to enhance their self-esteem, make them aware of their right (under Islam), and develop an appreciation of the value of education for themselves and their families.

To provide health education to help improve the health situation of women and their families.

To provide women with income-generation skills (sewing and knitting) to enable to help women to

To help provide employment opportunities for skilled Afghan women, in AWRC and other organizations through the Employment Exchange program.

### **PROGRAM OBJECTIVES**

Same as those of the organization.

### **ACTIVITIES**

Literacy/health education and income-generation classes in the Akora Camp and at the Center.

Employment Exchange: matching female job seekers with employers.

Child-care for preschool children of employees and students.

A widely distributed newsletter (Basheer-ul-Momenat).

A growing library of resource materials.

### **AREAS OF OPERATION**

Akora Camp and the AWRC building in Peshawar.

### **PARTY AFFILIATION**

Unaffiliated

### **STAFFING PATTERN**

A total of 40 employees; teachers (including 12 camp teachers), administrators and support staff); An Advisory Board, Executive Committee, and Staff, expatriate

resident consultant (See attached Organizational chart)

Clear organizational objectives; the only Afghan NGO in this study with accessible organizational by-laws.

AID/TAF FUNDING

\$ 29,000 Akora Camp Outreach (05/90-05/91)  
58,000 New Akora Camp outreach (08/91-12/92)

OTHER DONORS

\$ 100,000 from USIS and the International Women's Development Association; \$ 300 from Lebanese Embassy; \$ 1,000 from Saudi Arabia; \$ 7,300 from Norwegian Committee for Afghanistan (NCA); and \$ 6,350 from the Swedish Committee for Afghanistan (SCA).

TRACK RECORD

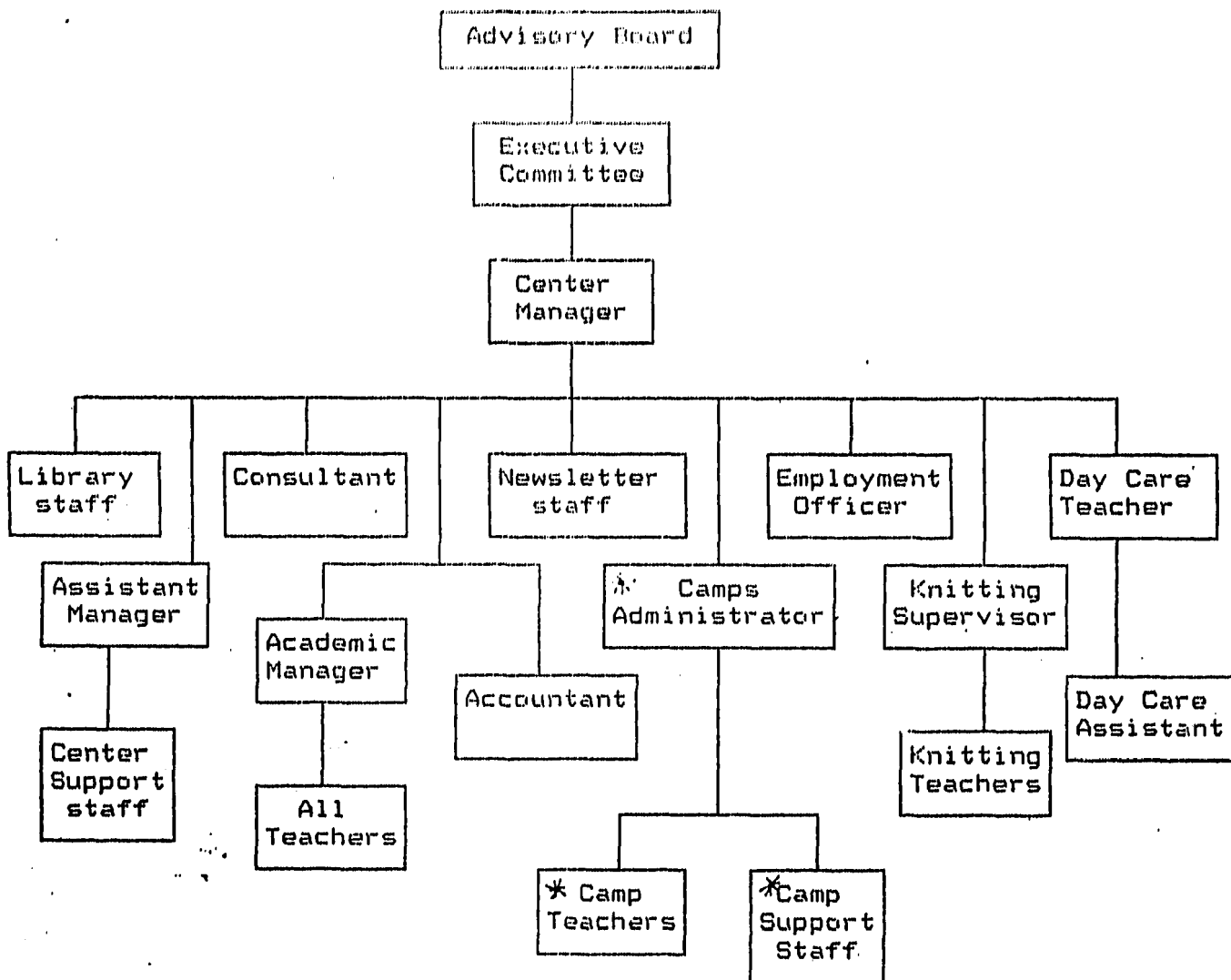
Good Track record; effective in the delivery of its services; gained the support and trust of the community in Peshawar and the camps; excellent staff morale.

CONSTRAINTS

Political instability in one of the camps prevented AWRC from setting up a new outreach program.

As a female Afghan NGO, AWRC apparently has not faced the hostility directed toward other NGOs.

# AWRC ORGANIZATIONAL STRUCTURE



\* Funded by USAID

## ORGANIZATIONAL PROFILE No. 5

<u>NAME OF ORGANIZATION</u>	Shuhada Clinic and School
<u>NAME OF PROGRAM</u>	Education for Women and Girls in Quetta and Jaghori.
<u>ORGANIZ. OBJECTIVES</u>	To improve the welfare of Afghan women and Children in the Quetta area and Ghazni province through the provision of health and educational services.
<u>PROGRAM OBJECTIVES</u>	To provide integrated literacy classes for Afghan women.
<u>ACTIVITIES</u>	Several primary and secondary schools for girls including a coeducational secondary school.  Medical care in a fifty-bed hospital (Shuhada)  A one-year nurses training course.  A mobile Clinic.  Adult female literacy classes (Funded by AID)
<u>AREAS OF OPERATION</u>	Quetta in Baluchistan, and the Jaghori district of Ghazni Province
<u>PARTY AFFILIATION</u>	Unaffiliated
<u>STAFFING PATTERN</u>	Director, Dr. Sima Samar, a medical doctor, is also a capable administrator and teacher. This is a large medical and educational organization that has a large professional and support staff. All four literacy teachers (2 in Quetta and 2 in Jaghori) had teaching experience in Afghanistan.
<u>AID/TAF FUNDING</u>	\$ 10,600 for female literacy (09/91-09/92);
<u>OTHER DONORS</u>	\$ 60,000 from other sources for 11 schools inside Afghanistan and the Shuhada Clinic in Quetta. Aryana School is funded by OXFAM, and the clinic by INDOORS.
<u>TRACK RECORD</u>	The organization has a good track record providing educational and health services to females and males in the Quetta area and inside Afghanistan (in the Jaghori district in Ghazni)



## ORGANIZATIONAL PROFILES No. 6

<u>NAME OF ORGANIZATION</u>	Reconstruction and Rural Development of Afghanistan (RRDA)
<u>NAME OF PROGRAM</u>	Adult Education and Skills Training for Women in Wardak (A Pilot Project)
<u>ORGANIZ. OBJECTIVES</u>	<p>RRDA is a non-profit non-partisan organization whose objectives are as follows:</p> <p>To plan, design and implement activities in adult education, educational and vocational training, agriculture, irrigation, and infrastructure development.</p> <p>To serve the educational and survival needs of the underprivileged -- poor women and the handicapped -- through income-generation projects.</p>
<u>PROGRAM OBJECTIVES</u>	<p>To provide integrated literacy, health education, and income-generation classes for 40 Afghan women in Wardak.</p> <p>To develop curriculum material relevant to Afghan women's needs.</p> <p>To provide training for literacy teachers.</p> <p>To empower women through knowledge of their rights and responsibilities.</p>
<u>ACTIVITIES</u>	<p>Establishing two adult literacy education Centers in two Afghan provinces.</p> <p>Two integrated adult literacy, health education and income-generation classes provided to 40 women.</p> <p>Other income-generation projects will be provided to males and females in response to community needs.</p>
<u>AREAS OF OPERATION</u>	Sabszang, Adina, Seab, and Abkazart Villages in the Wardak province, other locations as needed.
<u>PARTY AFFILIATION</u>	Unaffiliated (but works closely with community leaders)

STAFFING PATTERN

RRDA Director, Zaid Haldary;  
Education Director, Mrs. Hossay Foshan;  
A consultant literacy expert, Dr. Wardak;  
A resident field manager;  
Several teachers of literacy, health education, nutrition,  
and tailoring.

AID/TAF FUNDING

\$ 11,235 requested

OTHER DONORS

Information not available.

DONOR TRACK RECORD

Although a new Afghan NGO, RRDA has been able to mobilize community support. It is associated with Global Span and Afghan groups in the United States which gives it a base of voluntary support unavailable to most other NGOs.

CONSTRAINTS

Being a new organization that is yet to prove itself.

The potential hostility and opposition to female education among some community groups.

The instability and continued hostilities inside Afghanistan which may disrupt cross-border operations.

## ORGANIZATIONAL PROFILE No. 7

<u>NAME OF ORGANIZATION</u>	Save the Children Federation (SCF)/US
<u>NAME OF PROGRAM</u>	Women's Self Reliance Small Scale Poultry Enterprise
<u>ORGANIZ. OBJECTIVES</u>	To help children and their families through income generation and related work.
<u>PROGRAM OBJECTIVES</u>	<p>To involve 150 widows and wives of disabled men in a poultry raising projects that enables them to achieve self-reliance.</p> <p>To raise the nutritional and health standards of 150 families and other members of the community through proteins provided by the poultry project.</p>
<u>ACTIVITIES</u>	Income-generation activities for women including both handicrafts and a poultry raising.
<u>AREAS OF OPERATION</u>	The Momandara district of Nangarhar.
<u>PARTY AFFILIATION</u>	This is an expatriate non-affiliated NGO.
<u>STAFFING PATTERN</u>	Poultry project staffing: a female project manager, one female veterinarian, one assistant veterinarian, and 6 village assistants (three couples)
<u>AID/TAF FUNDING</u>	\$ 38,154 for poultry project.
<u>OTHER DONORS</u>	\$ 11,458 for poultry project from other SCF sources.
<u>TRACK RECORD</u>	SCF has an excellent track record, had gained support for female programs through income-generation work for 18 months inside Nangarhar.
<u>CONSTRAINTS</u>	<p>Problems associated with cross-border programs. Suspension of cross-border operations stopped program for a while.</p> <p>Limited female mobility in and out of Afghanistan.</p>